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THE JOURNAL OF

HEALTH AND PHYSICAL EDUCATION

SEPTEMBER
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VOLUME X
No. 7

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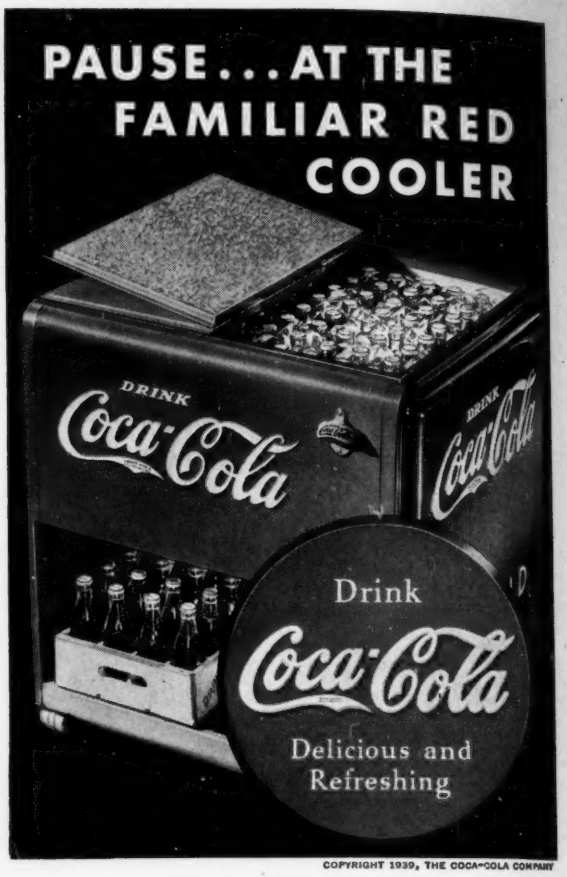

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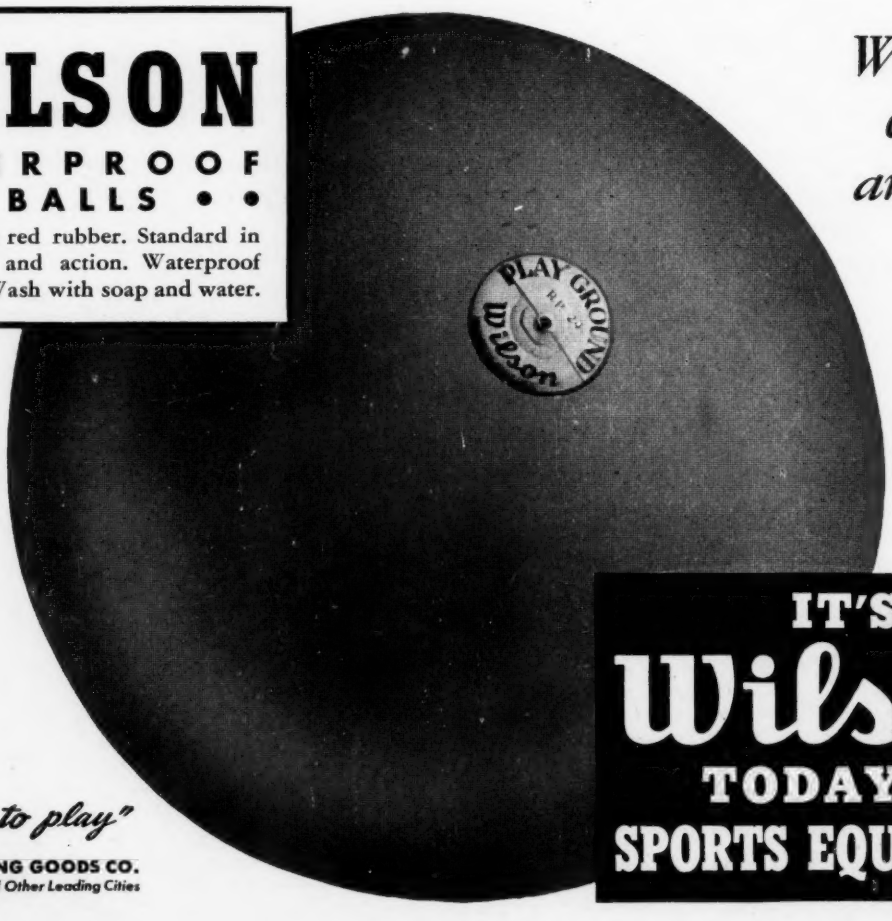

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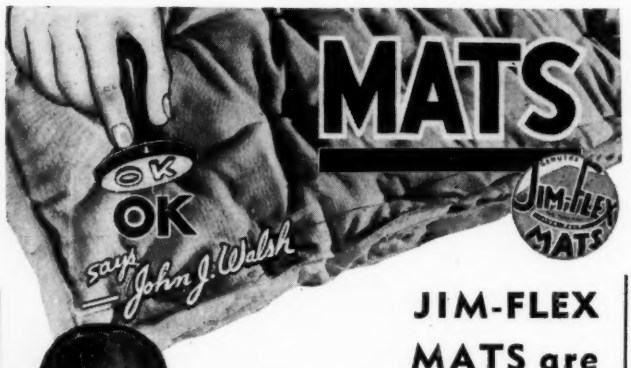

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Interscholastic Athletic Standards for Boys - *A Committee Report*

The Committee on Interscholastic Athletic Standards for Boys was appointed by the City Administrative Directors of the American Association for Health, Physical Education, and Recreation. It possessed no authority to enforce rules or regulations; therefore, it made no attempt to set up arbitrary standards. It has, instead, recorded the general procedures and crystallized the best available thought on certain practices relating to the interscholastic athletics program. During the two-year period in which this study was being made, 258 replies were received and tabulated. The committee has endeavored to present this information in a way that will give the reader a clear picture of the entire study.

It is the hope of the committee that this study may prove of value to those who are responsible for organizing and directing interscholastic athletic programs for boys.

Alfred O. Anderson, St. Louis, Missouri
V. S. Blanchard, Detroit, Michigan
Louis R. Burnett, Baltimore, Maryland
Grover W. Mueller, Philadelphia, Pennsylvania
Martin H. Trieb, Los Angeles, California
Franklin J. Gray, Chairman, Springfield, Massachusetts.

Method

CHECK sheets pertaining to important phases of the interscholastic athletics program were sent to school superintendents and administrative directors in the larger cities in all states. One hundred sixty-nine replies were received. With this information as a guide, recommendations were formulated and presented to the City Administrative Directors group at the Atlanta Convention in April, 1938. Although these recommendations were approved by the group attending this convention, it was voted to secure the reaction of all the administrative directors in the larger cities, many of whom were unable to attend. The committee was requested to continue the study. Therefore, it prepared and mailed another check sheet listing definite standards for the conduct of the program.

Superintendents of schools and administrative directors were asked to consider each recommendation carefully and make specific comments when they were in disagreement with it. Eighty-nine superintendents, principals, or city administrative directors replied to the second questionnaire, many of them writing letters containing valuable suggestions and constructive criticisms. This report embodies all the information received from both sets of check sheets.

Philosophy

Athletics should be an integral part of a program of physical education. Its aims are parallel with those of general education. Educational objectives should be kept foremost. Because of the strong appeal that athletics make to growing youth, the school has an unusual opportunity to develop and strengthen such qualities as loyalty, individual courage, cooperation, courtesy, and good sportsmanship. The public should be interested in high school athletics because it is a part of the school program.

Administration

The relationship of the Board of Education to the athletic program should be the same as its relationship to other phases of the school program. The Board of Education is a legislative body, and as such it should legislate for the proper administration and supervision of athletics as a regular part of the school program. Administration and supervision should be delegated by the superintendent to members of his school staff. General administration and control of the athletic program should be vested in a special committee made up of the principals of all schools concerned and the director of the health and physical education department. It should be the function of this committee to formulate general policies and regulations governing all schools. Although each school should observe the general regulations and policies, it should have direct control of its own athletic program.

Player and Team Control

1. Should there be scholarship requirements for boys taking part in interscholastic athletics?

Present Practice.—81 per cent say "Yes."

The Trend.—Is toward the elimination of formal scholastic requirements.

Recommendation.—It is recommended that participation in athletics should be on the same basis as participation in any class in the school.

Comment.—The reasons for the recommendation are so well stated in a reply received from Homer W. Anderson, Superintendent of Schools in Omaha, Nebraska, that a part of his letter is quoted here:

"We are not very strong for scholastic requirements as commonly interpreted. We believe that participation in athletics should be on the same basis as participation in any

class in school. In other words, the emphasis should be placed on the educational value of participation in athletics, and competition should be a concomitant result giving enjoyment through competition. Some boys who cannot possibly make the grade in our academic high schools and really get very little out of their academic subjects, do get some educational value out of athletics. Therefore, I do not feel that they should be deprived of this opportunity because nature did not endow them with minds adapted to the ordinary high school program. This would do away with much of the camouflage and subterfuge which is participated in by school officials to keep certain star athletes eligible. There is no uniformity in the practice of how this is done, so why not wipe out the formal scholastic requirements and put the education of the boys and the honesty of the school officials on a firm foundation."

If the premises are accepted that athletics possesses educational value, and that this is the fundamental reason why it is justified in a school program, then there can be no sound reason for prohibiting a bonafide student from taking part in interscholastic athletics because he failed to achieve a passing grade in some other phase of the school program.

2. Should postgraduates be eligible?

Present Practice.—95 per cent say "No."

The Trend.—There is a steadily growing feeling that if postgraduates meet all requirements relating to age, number of years on first team, etc., they should be eligible.

Recommendation.—It is recommended that postgraduates should be eligible provided they meet all requirements if the age limit is 19 years or younger.

Comment.—If the age limit is 20 or 21, as it is in some schools, there might be a tendency to take postgraduate work for athletics only; furthermore, the age span for the boys competing would be too great for safety and fair competition.

3. Should there be a resident rule?

Present Practice.—90 per cent say "Yes." The required period of residence varies from 16 days to 1 year.

The Trend.—Is toward requiring residence of sufficient length to prevent proselyting and frequent changing from school to school.

Recommendation.—It is recommended that there should be a rule requiring at least three months residence except in instances of "bonafide moving" or transfers approved by the principals of the schools concerned.

Comment.—It is important to stop all proselyting and changing of residence solely for athletic purposes. The most effective way to do this is to have a rule requiring residence of such length that there would be no point in trying to proselyte or move for some camouflaged reason.

4. Should distance that teams are permitted to travel be limited, so that overnight trips are not necessary?

Present Practice.—70 per cent say "No."

The Trend.—Is toward limiting distances so that boys do not need to travel so far that they lose from one to three days of school as a result of each trip.

Recommendation.—It is recommended that there should be established for each school or league boundaries or distances beyond which they cannot travel for high school contests.

Comment.—No definite recommendations as to distances can be made for all sections of the country. Conditions vary so much as to proximity of towns and cities that it would be impossible for some schools to arrange a schedule unless they traveled considerable distances.

5. Should postseason games be permitted?

Present Practice and Thought.—89 per cent say "No."

The Trend.—Is toward eliminating all postseason games, including so-called charity contests.

Recommendation.—It is recommended that there should be no postseason games of any kind in any sport.

Comment.—It is the opinion of many educators that there is no sound reason to support a practice that makes for overemphasis and exploitation. Several persons said they played postseason games but only because of outside pressure. Seventy per cent of the administrators who replied to the questionnaire stated that they permitted no postseason games. The other 19 per cent stated it was not a good practice, but at present they could not eliminate it.

6. Should postseason basketball tournaments be permitted?

Present Practice.—70 per cent say "No."

The Trend.—Is toward the elimination of state and national tournaments.

Recommendation. — It is recommended that there should be no postseason basketball tournaments.

Comment.—In some sections of the country, basketball tournaments have a strong hold on both school officials and the public, while in other parts of the country tournaments are not allowed. Some cities do not permit postseason contests except in basketball. Interest in basketball has grown tremendously and the committee does not have data over a long enough period to determine the trend in sectional tournaments. Modified sectional tournaments that are planned as a part of the season would eliminate most of the objectional features of state and national tournaments.

7. What should be the maximum number of games permitted in the conventional sports? The following schedule represents the majority opinion as to the maximum number of games that should be permitted:

Baseball	16	Soccer	14
Basketball	18	Swimming	7
Football	7	Tennis	14
Golf	16	Track	7
Ice Hockey	14	Lacrosse	9

The Trend.—Is toward limiting seasons by setting up dates; for example:

Football—Sept. 7 to Nov. 25
Basketball—Dec. 1 to April 1.

Recommendations.—It is recommended that dates should be set for each season and that the number of games which may be played each week should be limited, so that the sport may occupy a sane and rational place in the school program.

8. Should practice periods be limited?

Present Practice.—54 per cent say "No."

The Trend.—Is toward limiting

practice, particularly as to when it should begin.

Recommendation.—It is recommended that practice should be limited in three ways: (1) the date on which it should begin; (2) the number of hours per day; (3) the number of times per week.

Comment.—There are two definite reasons for limiting practice: (1) to safeguard the time and health of the student; (2) to make for fair and friendly competition among teams playing in the same league or the same section of the country.

Here is an example. Team A plays Team B in basketball every year. It is the first game for both schools. Team A starts October [redacted] to practice. Team B cannot start until November 15. Team A practices six days a week and some evenings. Team B practices three times a week. The point is obvious.

9. Should football practice be permitted before the opening of school in the fall?

Present Practice.—63 per cent say "No."

The Trend.—Is toward prohibiting football practice not only before the opening of school in the fall but in the spring as well.

Recommendation.—It is recommended that there should be no football practice either before the opening of the school in the fall or during the spring.

Comment.—The objections to the excessive use of time for football are obvious to all those who place foremost a sane, well-balanced physical education program for all the students. It is generally agreed that a team should have at least three weeks of practice before playing a game. The schedule should be so arranged that the first game comes three weeks after the opening of school.

10. Should coaching be limited to members of the faculty?

Present Practice.—93 per cent say "Yes."

The Trend.—For many years there has been a growing practice to appoint teachers in high school who are qualified to coach, and by this method to place trained educators in charge of all the coaching.

Recommendation.—It is recommended that all coaching should be done by members of the faculty.

Comment.—The desirability of this procedure is so obvious that no comment is necessary.

11. Should extra compensation be given to faculty members for coaching?

Present Practice.—60 per cent say "Yes."

The Trend.—When physical education teachers coach sports, the general practice is to consider this work a part of their teaching loads. Coaching is frequently considered equivalent to two periods of classwork per day.

When academic teachers do the coaching, the usual practice is to reduce the teaching load at least two periods of classwork per day or to pay extra for this service. This remuneration varies from $100 to $500.

Recommendation.—It is recommended that allowances of some nature should be made for all academic teachers who coach, either by increasing their salaries or reducing their class loads. If physical education teachers coach, this activity should be considered a regular part of their work but allowance should be made in the class load during the time they are coaching.

Comment.—With the possible exception of the administrative and disciplinary problems of the principal, coaching requires more nervous energy and presents more problems than any other activity in the curriculum. Therefore, allowance should be made for this important and taxing teaching responsibility.

In many schools the practice of giving the physical director the responsibility of developing a program for the student body, of permitting him to devote all of his time to this work, and of assigning properly qualified academic teachers to coach has proved to be an excellent plan.

12. Should special yearly medical examinations be required of all athletes?

Present Practice.—95 per cent say "Yes."

The Trend.—Is toward giving each athlete a medical check-up before the beginning of each season.

Recommendation.—It is recommended that a medical examination at least once a year should be required of all boys before allowing them to participate in interschool contests.

Comment.—The practice is so desirable that no comment is necessary.

13. Should the parents' written permission be secured before permitting a boy to participate?

Present Practice.—80 per cent say "Yes."

The Trend.—Is toward securing the parents' permission.

Recommendation.—It is recommended that the parents' permission should be secured on regular forms designed for this purpose and kept on file.

Comment.—No comment.

14. Should awards to athletes be limited to letters and certificates?

Present Practice.—80 per cent say "Yes."

The Trend.—Is toward giving no awards of intrinsic value.

Recommendation. — It is recommended that all awards to athletes should be limited to letters and certificates.

Comment.—It is generally agreed that there is no sound reason why a high school athlete should be given awards possessing intrinsic value. Such a practice is detrimental to the best interests of the boys and to amateur sport.

15. Should a player be given any part of his school athletic uniform?

Present Practice.—98 per cent say "No."

The Trend.—Is toward continuing the present practice.

Recommendation.—It is recommended that players should be given no part of their school uniform as a personal possession.

Comment.—No comment.

16. Should players be given complimentary tickets?

Present Practice.—51 per cent say "No."

The Trend.—Is toward giving players no special privilege not granted on an equal basis to other students in the school.

Recommendation.—It is recommended that no complimentary tickets should be given to players.

Comment.—The practice of giving complimentary tickets to players is a form of paying them for their services.

Why should this group of students who are receiving more attention and using more of the school facilities than perhaps any other group in the school be given special privileges or gifts? Does the school owe these athletes something beyond the splendid fun and education they are receiving?

Method of Support

17. How should the program be financed?

Present Practice.—Tax money, 43 per cent; gate receipts, 99 per cent; student association, 80 per cent; public subscription, 5 per cent.

The Trend.—Is toward the complete financing of the program by the Board of Education, using tax money.

Recommendation.—It is recommended that cities move as rapidly as possible in the direction of complete financing by Boards of Education.

Comment.—The recommendation represents ideal practice which because of financial conditions cannot be generally adopted at the present time.

It is clear from this study that many cities must depend upon gate receipts, in part at least, to support interscholastic athletics. Therefore, some arrangement should be made so that all students may be able to attend games and the admission charge to the public should be kept within a reasonable price range.

The program should be used primarily for student education and enjoyment.

18. Who should control the money?

Present Practice.—92 per cent say that the individual school should control the money.

The Trend.—Is toward placing the control of money with the individual school under the supervision of the principal.

Recommendation.—It is recommended that the responsibility for the care of the money should be placed with the individual school concerned, with the principal directly responsible to the superintendent of schools for an absolutely honest and businesslike management of all student funds.

Comment.—The principal should make certain that every procedure involved in the selling of tickets, checking the banking receipts, the buying of equipment and supplies, and all other transactions related to the financial phase of this program, is correct and sound in every particular. Books should be audited regularly by a qualified person who is not connected with the school. The faculty treasurer should be bonded and regular reports should be sent to the superintendent of schools.

The lack of interest and of proper attention to the financial details of the athletic program by administrative authorities are factors which have led to some very serious and regrettable situations.

19. Should gate receipts be used for purposes other than the promotion of athletic activities?

Present Practice.—56 per cent say "No."

The Trend.—Is toward merging all gate receipts into one general fund from which all kinds of student activities may be financed.

Recommendation.—It is recommended that gate receipts should be used for the promotion of various kinds of extracurricular activities. The selection of the activities to be financed should be the responsibility of the principal and officers of the general student organization.

Comment.—The athletic activities should be a phase of the extracurricular program. If this is the setup and is so understood, the gate receipts from all activities should be placed in the general student fund In many schools this is the procedure and it would seem both logical and desirable under this plan to use gate receipts for the promotion of non-athletic activities.

20. Should admission be charged to athletic contests?

Present Practice.—100 per cent say "Yes."

The Trend.—(1) Is toward working out plans that will make it possible for all students to attend free of charge, provided they belong to the general student organization. (2) Is toward charging a modest sum at the gate so that families of moderate income may be able to attend. (3) Is toward using a combination of tax money, gate receipts, and student dues to finance the program.

Recommendation.—It is recommended that less emphasis should be placed on gate receipts as a means of financing the program and more emphasis placed on tax money and student dues.

Comment.—Practically all cities charge admission to their games. This practice seems necessary in order to support the program and if present economic conditions persist, will undoubtedly need to be continued. The ideal situation might be one in which the School Board underwrote the entire program and admitted the students and public free to all its contests. However, with less money available in city budgets this plan cannot be realized. Educators should strive to guard against overcommercialization of the program and if possible place less emphasis on gate receipts.

21. What price should be charged for admission to games?

Present Practice.—It ranges from 10 cents to $1.50. *Note:* A general practice is to charge the public 50c for football and basketball, and students who are not members of the student organization, 25c.

The Trend.—There are not sufficient data to warrant a statement.

Recommendation.—None. Conditions vary so widely that no one standard of prices would be at all workable.

Comment.—No comment necessary.

22. Should there be interschool athletic competition below the tenth grade?

Present Practice.—A few schools begin in the 4th grade; some schools begin in the 6th grade; some schools begin in the 10th grade.

The Trend.—Is toward organizing intramural programs for all students below the tenth grade and not beginning interschool competition until the tenth grade.

Recommendation.—It is recommended that there should be no interschool athletic competition below the tenth grade.

Comment.—There are honest differences of opinion among administrators regarding this question of competition. Some feel that competition in the sixth grade may be desirable and beneficial. Others feel that an intramural program for stu-

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What Beverage Shall We Serve in Our Classrooms?

By

DOROTHY LA SALLE

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FOR some years past, it has been customary to serve milk in our schools in the middle of either the morning or afternoon session, or sometimes in both sessions. Usually graham crackers have been served with the milk, and the whole procedure seemed a desirable one. Very often the mid-session lunch was considered a time when children might relax from work, visit with friends, and learn social customs regarding eating. Many teachers gave the responsibility of serving the milk and crackers to the children themselves. There was unquestionably social growth in such classrooms. In addition, the child from the privileged home had his diet supplemented with a half pint of milk and he was very apt to have his full quota of a quart of milk each day as advised by nutritionists and pediatricians. The child from the underprivileged home who often came to school with little or no breakfast was energized during the morning by milk and crackers and was assured at least one glass of milk per day with its much needed vitamins and minerals.

Recently, however, many other beverages have been offered to children in our schools. This movement has had a somewhat mushroom growth. Principals have been visited by salesmen of various products and without giving the matter much thought, without investigating the product and without seeking advice from those who might know, have given their approval to the selling of beverages, the value of which is open to question. A recent inquiry in one school system showed the following being served: chocolate drink, orangeade, orange crush, grades A and B milk, orange juice, grapefruit juice, pineapple juice, prune juice, grape juice, and tomato juice.

When so many different drinks are being used, it is advisable to establish standards for deciding which of these are desirable and which, if any, are either undesirable or harmful. The following criteria are suggested for selecting food for children in our schools.

I. Hygienic.

A. It shall provide only those elements of diet desirable for the growing child.

B. If containing milk, it shall be subject to legislation regarding the production and handling of milk.*

II. Educational.

A. It shall help to teach the child to like a food which provides nutritive elements.

B. It shall meet the standard of "best" from the health standpoint, just as the literature taught meets this standard.*

C. It shall help to teach the child what to purchase for the greatest return in value.

III. Economic.

A. It shall supply a high amount of nutritive elements for the money spent.

AN analysis of chocolate drink [1] shows us that it contains Grade B skimmed (minus butter fat) milk. One [2] of the companies interviewed reports 66.6 per cent milk to the quart, and the other [3] 30 ounces to the quart. It is sweetened with a chocolate syrup made of cocoa or Dari-Rich Chocolate, sugar, vanilla, and water. Butter fat to the amount of 1 to 2 per cent is added.

When examined by our first criterion, two objections are raised against chocolate drink. The removal of half or more butter fat with its high vitamin A content is certainly to be deplored. It would be possible, however, to make up this deficiency by adding other foods to the diet. It is reasonable to suppose that many parents do not know what chocolate drink really is, and, believing their children are receiving whole milk, do not take particular care to add vitamin A foods.

The second objection to chocolate drink is its high carbohydrate content. We know that sugar dulls the appetite when taken between meals,[4, 6] is irritating to the mucuous membrane of the alimentary tract [4, 5] and may ferment, causing gas in the stomach and intestines.[4] The White House Conference report on nutrition says: "Sugar, furnishing calories only, is a one-sided food to be used with great caution in the feeding of children, especially as it has the peculiar property of blunting the appetite for other foods which are essential."[6]

We are told, also, that sugar is a factor of primary importance in the production of dental caries. Dr. Milton Hanke of the University of Chicago says, "The significant observation is that a diet containing an ample supply of milk and fresh fruit and vegetables and restricted in carbohydrate does something that prevents carious lesions in the teeth of children."[7] Drs. Charles

* Suggested by Harriet Stone, Supervisor of Nutrition, Newark, N.J., Public Schools.

[1] Conversations with the managers of Sheffield Farms, Inc., Orange, N.J.; Borden's, Newark, N.J.; and with the Milk Inspector of the Oranges, October 1938.

[2] Sheffield Farms, Inc., Orange, N.J.

[3] Borden's, Newark, N.J.

[4] Jean Bogert, *Nutrition and Physical Fitness.* (Philadelphia: W. B. Saunders Co., 1935) p. 37.

[5] Percy Goldthwait Stiles, *Nutritional Physiology.* (Philadelphia: W. B. Saunders Co., 1931) pp. 250–251.

[6] White House Conference on Child Health and Protection, Committee on Growth and Development, *Nutrition.* (New York: The Century Company, 1932) p. 447.

[7] Milton Theo. Hanke, "The Role of Diet in the Cause, Prevention and Care of Dental Caries," *Journal of Nutrition,* January, 1931, p. 450.

L. Drain and Julian D. Boyd of the University of Iowa say that in checking the diets of more than three hundred dental patients, they found that the most flagrant inadequacy was the crowding out of essential foods by the inclusion of too much carbohydrate food.[8] At the University of Michigan, Dr. Russel W. Bunting is especially well known for his research in dental caries. In a speech given at the American Child Health Association Conference in Ann Arbor, his comments regarding this problem were interesting: "In one institution we found that the diet was low in calories, low in calcium, in all vitamins and in phosphorus, and yet the youngsters showed evidences of good health and only 5 per cent had any appreciable decay in teeth. In addition to a uniform diet the sugar intake had been purposely lowered. The children received very little sugar and no candy. We have never been able to do this in a city orphanage, and I have never seen a city orphanage that was not filled with decayed teeth. Every city orphanage is deluged with the over-supply from candy and cake manufacturers and bakers. Sweet foods are dumped on the poor orphans, and every Christmas there is a large influx of sweets sent by charitably minded individuals."[9] Still another authoritative reference deplores the use of too much carbohydrate food because the intake of materials necessary for growth is thus decreased, with resultant malnutrition and dental caries.[10] With so many experts agreeing that sweet food should be taken less frequently than is now customary, and never between meals, we feel justified in stating that chocolate drink does not meet the first standard suggested.

In the Oranges, New Jersey, chocolate drink is subject to the milk laws. This is not true in all communities, although it is probable that reputable companies will use only acceptable milk in this product even when no law compels them to do so. Chocolate drink, however, is prepared by many small companies operating locally. Where it is not subject to milk inspection, the milk used may be viewed with suspicion as the chocolate syrup could conceal dirty, unsanitary milk. It, therefore, does not meet the second criterion in hygiene.

Inasmuch as chocolate drink does not meet the hygienic standards suggested, it is obvious that its use cannot be justified by the educational standards. It educates the appetite for more sugar, teaches the child that it is desirable to flavor milk before drinking, and to purchase a beverage which does not bring the greatest return for the money spent. In regard to the flavoring of milk, child study experts are in agreement that a child should learn to eat a food as it is usually prepared or served and not be cajoled into eating it by changing its essential properties.

Dr. Sherman, however, considers the flavoring of milk desirable and is sometimes quoted as follows: "The proper place of sugar in the diet is not in such concentrated forms as candy, nor in the effective sweetening of all kinds of foods, but rather as a protective and flavoring to facilitate the introduction to the children's diet of larger amounts of fruits and milk."[11] To this point of view we take exception for four reasons. In the first place since almost all books on nutrition state that the American diet is so heavy in carbohydrate foods that foods containing the much needed vitamins and minerals are crowded out or reduced below the necessary minimum, it is bad, in our opinion, to begin to train children to add carbohydrate to another food. The second reason for disagreeing with Dr. Sherman is that if sugar is one factor in the production of dental caries, as many men in dental research believe, then it is possible that the value of the addition of calcium to the diet through the medium of chocolate drink may be offset by the simultaneous addition of sugar. The third reason is that when trained to like only sweetened milk, the individual often finds it impossible when eating away from home to include milk in a meal because only unadulterated milk is sold. Finally, as previously discussed, we are not following the best child psychology if we teach the child to expect that a disliked food will be sweetened or otherwise changed to suit his whims. The group of nutritionists who formulated the White House Conference report on Nutrition say, "In developing the feeding habit, only natural foods and flavors should be used. In modifying milk for the infant with sweet sugars, which is unnecessary, we make a serious mistake. The sweet taste needs no educational effort in its behalf."

When we apply the economic criterion to chocolate drink we find that its cost to schools is the same as Grade B milk, or $.035 per half-pint. For the same price, then, a beverage which is well established may be served.

WE come now to orangeade, orange crush, and similar drinks. The United States Government defines orangeade as "a beverage consisting of orange juice, sugar, and water. It contains not less than 25 per cent of orange juice."[12] The product most widely in use in the north Jersey area is manufactured by Bireley's Inc., of Newark. This contains 15 per cent orange juice, 11.41 per cent sucrose, 1.31 per cent reducing sugar, water, and lemon juice.[13] Here again, we are confronted with a product which will add undesirable amounts of sugar to the diet. The total percentage of sugar is 12.72. Almost as much sugar is contained in the drink as orange juice. Under date of October 10, 1938, Consumer's Research writes, "Prepared orange juice cannot properly and safely be substituted for original and fresh orange juice. The major reason is the inclusion of extra sugar in the prepared material (syrup being added to the concentrate), and the sugar intake, especially of city children, is far above what it should be."[14]

[8] Charles L. Drain, and Julian D. Boyd, "The Control of Dental Caries," *Public Health Bulletin*, March, 1931.

[9] Russel W. Bunting, "Dental Caries," in the report *Advances in Health Education*. Ann Arbor Conference, 1933, American Child Health Association. p. 213.

[10] White House Conference on Child Health and Protection, Committee on the School Child. *Nutrition Service in Schools*, Lydia Roberts, subcommittee chairman, (unpublished).

[11] H. C. Sherman, "Problem of Sweets for Children," *American Journal of Public Health*, November, 1929. (Quoted from J. F. Williams, *Personal Hygiene, Applied.*)

[12] Food and Drugs Administration, Food Standards Committee, *Consumers' Guide*, November 30, 1936, p. 13.

[13] Conversation with Bireley's Inc., Newark, October 24, 1938.

[14] Letter from F. J. Schlink, President, Consumers' Research, October 10, 1938.

Dr. Mary Schwartz Rose gives the following tables for the distribution of calories in a well-balanced diet.[15]

DISTRIBUTION OF CALORIES FOR WELL-BALANCED DIETS OF ELEMENTARY CHILDREN

Class of Food	Per cent of Total Calories for Different Ages			
	6–7 yrs.	8–9 yrs.	10–12 yrs.	Range
I. Cereal grains	22	22	20	20–25
II. Milk	45	40	34	34–45
III. Veg. & fruits	16	18	20	16–20
VI. Butter	10	12	14	10–14
V. *Sugar*	3	4	6	3–6
VI. Eggs, cheese, meat, other flesh foods	4	5	8	4–8

FOOD MATERIALS FOR NINE-YEAR-OLD BOY'S DIET REQUIRING 2000 CALORIES

V. *Sugar*	6% calories	2 tbsp.	120 calories

A second objection to orangeade on the basis of the first group of criteria is the negligible amount of orange juice. By actual measure, 15 per cent of a half-pint is approximately 4 tablespoons. Moreover, it is claimed by Bireley's that the product is pasteurized. They also claim that it contains 164 units of vitamin C. It is apparent at once that one or the other claim is incorrect since vitamin C is destroyed by heat. Either it is not pasteurized or it does not contain vitamin C.

In examining orangeade against the educational criteria, the answer is readily perceivable. Orangeade does not help to teach a child to like a food with desirable food elements. There are many other beverages which more nearly approach the standard, "best for health."

When studied against the economic criterion, the conclusion is reached that there is very little value received in orangeade for the money spent. It is usually sold for four or five cents per bottle, which is a high price to pay for four tablespoons of orange juice, especially when there is question as to the presence of vitamin C in the orange juice A greater return in nutrition may be obtained from other beverages of the same approximate price.

IN turning our thoughts now to Grades A and B milk, it hardly seems necessary to discuss the values of milk and apply the hygienic standards. It is a well-established fact that milk is the most complete single food we have. The relative merits of the two grades, however, are unfamiliar to many. Grade A milk is served in many schools because of the belief that it is far superior to Grade B both in content and in cleanliness. This is no longer the case, as the next table shows.[16]

In applying the economic criterion, the question is raised as to the desirability of using Grade B milk. From the above table it is clear that the bacterial content of Grade B milk of the larger dairies is well within the legal standard and therefore perfectly safe to use. The butterfat is lower than in Grade A, but only a very little below. We suggest that it is suitable to serve Grade B milk in our schools and pass the savings back to the families. Grade A milk costs $.0425 and is usually sold in schools

[15] Mary Schwartz Rose, *Foundations of Nutrition.* (New York: The Macmillan Company, 1933) pp. 503–504.

[16] Board of Health, East Orange, N. J., *Twenty-third Annual Report* (1937).

YEARLY BACTERIAL AVERAGE OF PASTEURIZED MILK SUPPLIES
(Legal standard, 10,000 bacteria per cc.)

Name			Butter-fat	Bacteria
Sheffield Farms Company	Modified VD*	"A"	4.0	400
Borden's (Irradiated)	VD	"A"	4.0	700
Sheffield Farms Company		"A"	4.0	900
Borden's		"A"	4.0	1000
Borden's	Modified VD	"A"	4.0	1200
Phil Knorr		"A"	4.2	1800
Sheffield Farms Co.		"B"	3.6	1800
Jos. Thompson & Son		"B"	3.8	2200
Alderney Dairy Co. (Irradiated)	VD	"A"	4.2	2800
H. Becker & Son		"A"	4.0	2600
Tilton Dairy Co.		"A"	4.3	2800
Alderney Dairy Co.	(Irradiated VD	"A"	4.2	2800
H. Becker & Son		"B"	3.6	3300
Borden's		"B"	3.6	3500
Jos. Thompson & Son		"A"	4.2	5000
Alderney Dairy Co.		"B"	3.9	5500
Orange Dairy Co.		"B"	3.8	9700
Orange Dairy Co.		"A"	3.9	9800
Shadow Brook Farms		"A"	3.9	9800
Shadow Brook Farms		"B"	3.5	10,000
Phil Knorr		"B"	3.9	10,000
Tilton Dairy Farm		"B"	3.5	11.000

* VD—Vitamin D Milk

with a graham cracker for $.05. Since Grade B costs $.035 it could be sold with a cracker for $.04 and the family would be saved $.05 per week.

Another factor to consider is the educational implication in selling only Grade A milk in schools. The implication is that Grade A is far superior. The implication may be, also, that Grade B is undesirable. This is an impression which we do not wish the child, the parent, or the classroom teacher to harbor.

In certain schools we might consider, in addition, the advisability of educating the child to drink evaporated milk because it is cheaper than bottled milk. Evaporated milk loses little of its nutritive elements in being processed, the chief difference between it and whole milk being in the water content. Many pediatricians order it for their young patients, as it is more easily digested than whole milk. It is a well known fact that the Dionne Quintuplets have been brought up on Carnation Evaporated Milk. Rose tells us. "Where fresh milk is not to be had at a fair price in comparison with other foods, it is now possible to get evaporated milk which can readily be reconstituted by adding an equal amount of water. It loses nothing of significance in the process of condensation except Vitamin C and a part of Vitamin B, and this lack can be easily met with orange or tomato juice.[17] (All pasteurized milk loses Vitamin C, also, so providing bottled milk would not make up this lack.)

It would seem worth while to experiment with the possibilities of serving evaporated milk, diluted with water in proportion to half milk and half water. Of course, it must be appreciated that the taste of evaporated is not the same as whole milk and, therefore, must be cultivated. The writer has tried this experiment in several classrooms. The children grew quickly to like evaporated milk and the consumption of milk was increased because

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[17] Mary Schwartz Rose, *Foundations of Nutrition*, p. 534.

Sharpening the Focus in Health Education

By

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WHEN a teacher asks a health officer what to do about teaching health in school, he should reply "This is the way that I wish the citizens of the community *thought* and *acted* regarding their health." He gives the teacher the *thoughts* and *acts* which will meet the health needs of the community, with which he is thoroughly familiar. The teacher may then apply her special skills in teaching these thoughts and acts to the coming generation.

This is a powerful alliance. Its success will revolutionize the health of the nation. It will simplify and lighten the health officer's problems. It is an alliance much needed by the health officer. It is so encouraging to find that teachers may become his allies that he must leave nothing undone to cultivate this relationship. His has been an almost single-handed struggle against discouraging odds. At times, only his faith in the cause of good health and his vision of the immeasurable benefits to be gained by the people through health improvement have kept him in the fray. He is weary and battle-scarred. Powerful allies will renew his courage and bring closer to realization his goal—a people free of preventable illness and defect.

WHAT the health officer wishes his people to think and do about their health can be outlined rather simply and briefly. It is available in most of the medical texts on hygiene. Different health officers might wish to vary the emphasis in their statement, or to indicate precedence of some items over others because of local conditions. But pretty generally, throughout the country, what they want the people to think and do about their health is the following:

I. *Under Personal Hygiene.*—

A. To develop in each person habitual recourse to:

1. Competent, prompt, medical advice and care for: (*a*) illness, manifest or suspected; (*b*) periodic health examination, the period being more frequent in pregnancy, childhood, adolescence, late middle age, times of unusual stress.

2. All valuable artificial immunization procedures, such as smallpox, diphtheria, typhoid fever when necessary, rabies when necessary, others, if and as developed and proved valuable.

B. To develop:

1. Desirable health habits, such as adequate, balanced diet; proper elimination; proper balance of rest, exercise, play; personal cleanliness; wholesome mental attitudes.

2. Ability to discriminate between good and poor health advice.

II. *Under Community Hygiene.*—

A. To develop in each person comprehension and appreciation of at least the fundamentals of:

1. Environmental sanitation: (*a*) water, (*b*) foods, (*c*) milk, (*d*) waste disposal.

2. Environmental safety: (*a*) safe roads, streets, homes, schools, and playgrounds; (*b*) safe working and living conditions, e.g., light, ventilation, temperature, freedom from hazards, harmful dusts, fumes, gases.

3. Contagious disease control: (*a*) finding and isolating the case or carrier, (*b*) finding and isolating the contact, (*c*) control of animal and parasite reservoirs in certain regions, such as rats and other rodents; mosquito, louse, tick, fly, etc.; animal-borne diseases, such as trichinosis, rabies.

4. Adequate health facilities: (*a*) health departments, (*b*) competent medical care, (*c*) hospitals, sanatoria, clinics.

This is not as formidable a task as it may seem. Any health officer will elaborate and explain it for you and tell you precisely which items are of primary importance in your locality. Meanwhile, let us proceed to see why these acts and thoughts on the part of the public are desirable; what you will have accomplished if you can help us bring them about; and one of the possible ways in which you and we together may hasten our progress towards the goal.

THESE thoughts and acts are desirable because their lack today imposes an enormous burden upon our nation. We are justly proud of the progress already made towards longer and healthier lives. Few nations have ever made better progress against the adversities of nature, including health hazards, than we. That progress is already written large in the pages of our history. And teachers have made a signal contribution toward it. But our purpose here is to examine our present status and choose the direction of at least the next few steps. We must admit that the burden of ill health today is one of our most serious national problems.

To summarize the findings of the Technical Committee on Medical Care of the President's Interdepartmental Committee to Coordinate Health and Welfare Activities:

1. There are in the United States seventy million sick yearly, losing one billion days from their ordinary pursuits. Much of this is preventable.

A paper presented before the American Association for Health, Physical Education, and Recreation, April 1939, San Francisco, California.

2. Six out of every thousand children are crippled by birth injury, accident, infantile paralysis, tuberculosis, rheumatism, or congenital deformities.

3. There are 1½ million new cases of syphilis and gonorrhea yearly.

4. There are 1½ million mentally defective in the United States.

5. There are 518,000 deaths from disease of the heart, kidney, blood vessels yearly.

6. There are over 150,000 deaths connected with childbirth each year.

7. There are 143,000 deaths from cancer yearly.

8. There are 95,000 deaths from pneumonia yearly.

9. There are 40,000 deaths from tuberculosis yearly.

10. There are 15,000 child deaths from contagious diseases yearly.

11. There has been but slow progress in research to control colds, influenza, infantile paralysis, cancer, mental disease, rheumatism, degenerative diseases.

12. There has been little or no increase in life expectancy of persons in middle and advanced age.

13. There is general lack of adequate financial support and efficient organization of official health departments, notably state and local.

Here are thirteen reasons why we need your help. There are others, but these indicate the extent of this national burden. They will not all be eliminated by teaching our people to act and think right. There are many other related factors, to be sure. But many of these deaths and illnesses can be eliminated. Education is our most effective implement. Health education in the schools is your contribution.

To the health officer you all look alike—health educators, physical educators, recreation directors—all are teachers. We are especially pleased that you are united in this organization in the interests of health. When the task before us is so urgent, when human lives and health and happiness are at stake, we cannot comprehend delay due to disagreement as to who is to do the work. It is a challenge worthy of the finest mettle of us all. It is a field in which we are crying for more help. There is room for all and the better physical educators, recreation directors, and health educators you are, and the better health officers we are, the faster we shall make progress. We bespeak your united assistance. Let us off with our cloak of professional austerity, up with our immaculate, specialist sleeves, and lay to this job for the sake of our children and our children's children. Let us sharpen the focus in health education!

IF we are to become your co-workers, perhaps one health officer may, as one colleague to another, offer an observation as to one of the reasons for our delayed progress together.

The health officer is concerned with the health of all the people, and particularly with the health of children. He is legally charged with prevention of contagious diseases, a majority of which occur in childhood. So we are both vitally interested in the child: you in the whole child; the health officer in children as a whole.

Starting with the child as a functioning total organism we have pursued many paths of investigation and research. Our analysis of the child has led us into the highly specialized fields of medicine, psychology, sociology, anthropology, and others. Each of these fields in turn is divided into numerous specialties, many of them occupied by specialists disinterested in the child as a whole. Pursuit of these fields has led us along many paths, each broadening as we follow it; each diverging from the other; each leading away from the total child. The result is that we are surrounded by an enormous volume of factual material almost too great for the average teacher and parent to grasp. Our analysis has exceeded our synthesis. We stand in a great white light of knowledge, all of it valuable to the child and to the nation's future. This light has been generated by our examination of the child. We need a lens with which to focus it back on the child, so that we may again see him as he is, a total functioning organism.

Consider some of the components of this light of knowledge regarding the child. The child's age and grade no longer indicate, except roughly, his state of mental development; we now deal with intelligence and aptitude tests. The teaching process is more complicated than mere transmission of information. Behavior is not a matter of inherent goodness or meanness, but a vast, complicated psychological problem. Height-weight-age tables based on averages are no longer the precise nutritional measurements we thought they were: body-build and rate of growth are more important. Visual defects are not a simple matter of using the Snellen test chart; they are involved with muscle balance, vitamins, intensity and direction of illumination. Exercise is not a mass prescription but depends upon evaluation of the individual's needs.

Thus, to learn all about all the things we might need to know about the health of all children, we must go to scores of specialists, many of them more interested in making discoveries than in their application. The light-rays of our knowledge leading away from the child, each broadening and diverging, cut across many specialized fields, such as nutrition, chemistry, anatomy, physiology, eugenics, bacteriology, psychology, medicine, pedagogy, anthropology, and sociology.

THE result of all this consorting with specialists is good on the whole, since it enables us better to understand our job and often provides us with new devices of startling value. But it has a disadvantage, too, passing we hope, but important at the moment. It tends to lead us to lose our balance and to regard the child solely as a nutrition problem, a behavior problem, a pathological heart, a posture problem, a walking battle-ground between the tubercle bacillus and the lung tissue. We put the sick heart to bed forgetting the sick child goes to bed too, and promptly presents other serious problems having to do with the whole child. We badger the parents and excuse our failures because the child has infected tonsils and adenoids, overlooking the empty family purse and lack of free clinics. We vigorously attack the posture, forgetting that malnutrition produces weak muscles and

(*Continued on page 420*)

Alice in Waterland

A water pageant based on the book *Alice in Wonderland* by Lewis Carroll

By

MIRIAM CARPENTER

Mary Washington College
Fredericksburg, Virginia

The Cast

(in the order of their appearance)

Alice	Tweedledee } turtles
Goldfish (2)	Tweedledum }
Frog	Crab
Sea Horse	King Neptune
Cheshire Cat	Mad Hatter
Speaking Water Lily	Dormouse
Other Water Lilies (7)	Sea Nymphs (11)
	Mermaids (11)

Scenes

Lights go out at end of each scene and after the prologue and epilogue.

Scene I. The goldfish bowl.

Scene II. Among the water lilies.

Scene III. With Tweedledee and Tweedledum.

Scene IV. At King Neptune's party.

(Spotlights are played on different parts of the pool and pool side. Colored lights may be used for beautiful effects.)

Suggested Costumes

Alice—Short white dress with hair ribbon and sash worn over white bathing suit. Her double (for the epilogue) must wear an identical costume.

Goldfish—Gold, yellow, or orange bathing suits and caps with attached fins or tails made of gold oilcloth, supported with wooden strips.

Frog—Dark green unionalls with white spots (adhesive tape or oilcloth); green oilcloth hood and gloves with painted goggles.

Sea Horse—Head piece of any color like horse's head, made over a wire frame and stuffed with inflated balloons; bathing suit of matching color.

Cheshire Cat—Cat suit with mask; black unionalls may be used. White paws and one black and one white foot.

Water Lilies—Green bathing suits, yellow caps, white oilcloth petals made over wire and fastened to green oilcloth, worn around neck.

Tweedledee, Tweedledum—Turtle shells of oilcloth made over inflated inner tubes; the tubes are tied in front of the swimmer.

Crab—A wired shell of orange or brown oilcloth, worn over a bathing suit while sculling.

King Neptune—Crown, trident, cap, etc.

Mad Hatter—Tall hat, tails—the traditional costume.

Dormouse—A rat's head piece and tail worn with close fitting sweater and long trousers of nondescript color.

Sea Nymphs—Green bathing suits and green caps.

Mermaids—Blue bathing suits and silver caps.

Alice and her double.

Prologue

Spot rises on Alice sitting at one end of the pool reading to her kitty, Dinah. They are watching the goldfish in a bowl by them.

ALICE: Dinah, I just can't understand why you are so interested in those fish when there are such beautiful pictures in this book. Look, Dinah, here's the cutest little dormouse and a frog, with a tall hat on. Just imagine a frog wearing a hat! Now listen, Dinah, you can't have those goldfish, so you had might as well forget about them. Here's a cat with a grin from ear to ear. Wouldn't you look silly with a smile like that? Dinah, just look at this frog! Why look, he has even got a watch! Can't you just see a frog wearing a watch? What's the matter? You're not getting sleepy, Dinah? *(Buries her hair in the furry ball of fluff.)* Um-m-m, you feel so nice and soft. It's so cozy here watching the fish. They just swim around and around. Um-m-m. Don't you suppose they ever get tired? *(Falls asleep. Lights out.)*

Scene I

(Alice is standing looking through the cellophane at the goldfish [girls] swimming in the pool.)

ALICE: My, those fish are got bigger. I bet Dinah would be afraid to play with them now. Such large goldfish—curiouser and curiouser! *(A frog hurries by, looking at a huge watch.)*

FROG: Oh, dear! Oh, dear! I shall be too late! I must hurry! *(Dives through cellophane into pool and disappears.)*

ALICE: Why, he went right through the looking glass! I wonder where he's going? If he went through, I bet I can, too. *(Dives into pool.)* Oh, this is terrible! And I can't swim! What'll I do? *(Flounders in water as the frog swims by.)* Oh, if you please, sir . . . .

FROG: *(Looks at his watch.)* Oh, the King! The King! Oh, won't he be savage if I've kept him waiting! *(Swims on.)*

ALICE: *(Still floundering.)* Oh, what'll I do? I'll drown! I know I'll drown!

(A Sea Horse swims up.)

ALICE: Oh, please, sir, help me! I can't swim. I'll drown. Please, please help me! *(Sea Horse dives under her and carries her to the side of the pool.)* Oh, thank you, sir. Dinah would thank you, too.

SEA HORSE: Who is Dinah?

ALICE: Oh, she's my cat, and such a nice soft . . . *(Sea Horse sputters and starts away.)* Oh, don't go! I'm sorry—I forgot you didn't like cats. But you'd like her. She's a capital one for catching fish and mice. *(Sea Horse again starts away.)* Oh, please, sir, I beg your pardon, I won't talk about her anymore.

SEA HORSE: Indeed! As if I would talk on such a subject! Our family always *hated* cats—nasty, low, vulgar things! Don't let me hear that word again!

ALICE: I won't indeed! Are you . . . I wonder if you could help me! I want to learn to swim. Won't you teach me?

SEA HORSE: *(Takes out a large bottle with "Drink Me" on it.)* I always carry this around for just such cases as this. Come on, let's get in the water. *(Sea Horse and Alice get in the water.)* Now, drink this. You'll be quite surprised.

ALICE: But I thought I had to be taught. Are you sure it's all right? It says "Drink Me!" *(She drinks it and surface dives to side of pool next to the audience. Here, close to the edge, she removes her clothes and rises to surface in a bathing suit and cap.)* This is wonderful! Oh, I can float!

(During this time, the goldfish and the Sea Horse execute some stunts. As Alice comes up, the goldfish swim away.)

SEA HORSE: Certainly you can.

ALICE: *(Climbs back to the side of the pool and sits as does the Sea Horse.)* You've been wonderful to me. Thank you so much.

SEA HORSE: Oh, it's practically a daily occurrence. Who are you anyway?

ALICE: Well, my name is Alice and I've got a ca . . . Oh, I amost forgot, I—I have a dog, too. Are you fond of dogs? Mine is such a nice one. He catches fish and mice and . . . *(Sea Horse dives under and swims rapidly away.)* Oh, my, I didn't . . . I'm afraid I have offended him again —after he was so nice to me, too.

ALICE: Cheshire puss, would you tell me, please, which way I ought to go from here?

CAT: That depends a good deal on where you want to get to.

ALICE: I don't care where . . .

CAT: Then it doesn't matter which way you go . . . *(Alice starts to interrupt, but the noise of the approaching frog draws her attention and as she looks toward the frog, the cat disappears. She turns to speak to the cat and is astonished to find him gone. She gets up to look and then hears the frog speak.)*

FROG: The King! The King! King Neptune! Oh, he'll have me beheaded if I don't hurry! Beheaded! *(Swims off, and Alice starts to follow.)*

ALICE: Oh, Mr. Frog, where are you going? I'd like to see King Neptune too. *(Dives in and tries to catch him. Lights off.)*

The Sea Nymphs in formation.

Scene II

(Lights on. Alice swims into water lilies and crawls to side of pool to watch formation, after which she claps very appreciatively.)

ALICE: Oh, water lilies, I do wish you could talk.

LILY: We can talk when there's anybody worth talking to.

ALICE (*astonished*): And can all flowers talk?

LILY: As well as you can, and a great deal louder. It isn't manners for us to begin, you know, and I really was wondering when you'd speak.

ALICE: I've seen many flowers before, but none of them could talk.

LILY: In most gardens they make the beds too soft—so that the flowers are always asleep.

ALICE: Oh, I never thought of that before.

LILY: It's my opinion that you never think at all.

ALICE (*irritated*): If you don't hold your tongue, I'll pick you—and then where will you be!

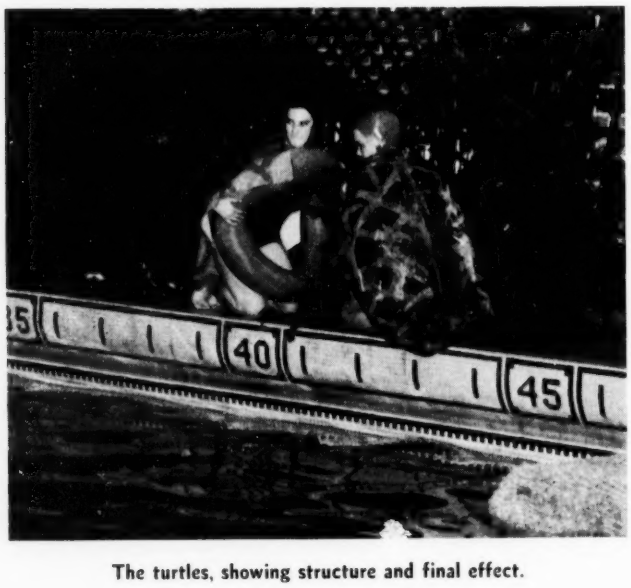
LILY: I've never heard of anyone more stupid.

ALICE: Well, I just wanted to ask the direction to King Neptune's.

LILY (*interested*): Oh, are you invited to the party? I wish we could go.

ALICE (*eagerly*): He is having a party? What fun! How can I get there?

LILY: Just turn around and follow your nose.



The turtles, showing structure and final effect.

ALICE: Oh, thank you and goodbye. *(She dives in and calls goodbye as she swims off. The lilies do the same. Lights out.)*

(Lights on and the Cheshire cat appears at side of the pool and calls, "You'll see me there!" *and disappears. Lights out.)*

Scene III

(Lights on and Alice swims into the "spot" where Tweedledee and Tweedledum, two turtles, are sitting with their arms around each other, grinning.)

ALICE: I wonder . . .

DEE: I know what you're thinking about—bet it isn't so, nohow.

DUM: Contrariwise, if it was so, it might be; and if it were so, it would be; but as it isn't it ain't. That's logic.

ALICE: I was thinking which is the best way to King Neptune's. Would you tell me please? *(They look at each other and grin.)* First boy? *(Points finger.)*

DEE: Nohow.

ALICE: Next boy? *(Points to second boy.)*

DUM: Contrariwise!

DEE: Do you like poetry?

ALICE: Pretty well! Some poetry! But won't you tell me which way leads to King Neptune?

DEE (*solemnly*): What shall I repeat to her?

DUM: The Walrus and the Carpenter is the longest. *(Gives his brother a hug.)*

ALICE: If it's very long, would you please tell me which direction?

DEE:

> The time has come, the walrus said,
> To talk of many things:
> Of shoes and ships and sealing wax—
> Of cabbages and kings.
> And why the sea is boiling hot—
> And whether pigs have wings!

(During this, a crab floats up sleeping.)

ALICE: It's nice, but I must go . . .

DUM (*points to crab*): Isn't he a lovely sight?

DEE: He's dreaming now, and what do you think he's dreaming about?

ALICE: Nobody can guess that.

DUM: Why—about you! *(Claps his hands triumphantly.)* And if he left off dreaming about you, where do you suppose you'd be?

ALICE: Where I am now, of course.

DUM (*contemptuously*): Not you! You'd be nowhere! Why, you're only a sort of thing in his dream!

DEE: If that crab was to wake, you'd go out—bang!—just like a candle!

ALICE: I shouldn't! Besides, if I'm only a sort of thing in his dream, what are you, I should like to know?

DUM and DEE (*shouting*): Ditto! Ditto!

ALICE: Hush! You'll be waking him, I'm afraid, if you make so much noise.

DUM: Well, it's no use *your* talking about waking him when you're only one of those things in his dream. You know very well you're not real.

ALICE (*crying*): I *am* real!

DEE: You won't make yourself a bit realer by crying. Contrariwise, there's nothing to cry about.

DUM: Nohow!

ALICE: Oh, I know you're talking nonsense and I must be on my way to King Neptune's. I'm going this way; is it right?

DUM: It may be . . . if it is.

DEE: We've no objection. Contrariwise.

DUM: Nohow! *(They hug each other and grin as Alice swims away.)*

ALICE: Oh, dear, I do hope this is right. *(Spot off.)*

Alice amid the Water Lilies.

Scene IV

(Spot comes up on King Neptune sitting on his throne. Mermaids and sea nymphs around him. The other characters Alice has run into are guests too. A dormouse and the Mad Hatter are sitting at a table with a pot of tea watching. There is much gaiety until the King sees Alice, rises, stretches out his arms for quiet. He motions a nearby mermaid to help her out of the water.)

KING NEPTUNE: Well, what is your name, child? And what are you doing here?

CHESHIRE CAT: Her name is Alice and she came to the party.

KING: The very idea! I've never heard of anything more foolish. This is no party! It's a contest! The mermaids and the sea nymphs are forever arguing as to who is the more apt in water skills. Today will tell the tale. Well, what's holding us up? Let's go, come on, let's go! If there is to be competition, let it begin!

MAD HATTER: If you please your Majesty, Mr. Frog, the other judge, hasn't come.

KING NEPTUNE: Hasn't come? Behead him! Have him beheaded immediately! Hey, what's your name, Alice—you be the other judge.

ALICE: But your Majesty, I—I . . .

KING NEPTUNE: Go ahead—do you want to be beheaded?

ALICE: No, but what'll I do?

MAD HATTER: You just come over here with us. *(Alice crosses to table.)* All right, your Majesty.

KING: Well, well, Mad Hatter, what is first?

MAD HATTER: Swimming by the mermaids and sea nymphs, O King Neptune.

KING: Well, let it begin.

(Mermaids and sea nymphs dive in and complete Formation II. The dormouse seems a bit sleepy and the applause from the guests awakens him. He jumps up suddenly, shouting.)*

DORMOUSE: They have won! They have won!

ALICE: But the contest hasn't started yet, you keep quiet! *(Mr. Frog comes swimming toward the party.)* O, here comes Mr. Frog!

KING NEPTUNE: He's late. Have him beheaded! Have him beheaded!

FROG *(on side of pool)*: You can't behead me, I'm a judge.

KING NEPTUNE: Well, who is she?

FROG: I don't know.

KING NEPTUNE: Have her beheaded! Have her beheaded!

MAD HATTER: Oh, no, we need her to keep the dormouse awake.

KING NEPTUNE: Well, what's holding us up. Come on, come on, next!

MAD HATTER: The sea nymphs, your Majesty.

KING: Let's get started. We haven't all day!

(Formation III. During this time, the dormouse falls asleep. Alice keeps punching him to wake up. He sits up but finds he just can't stay awake. The applause at the end of the formation, plus the shaking by Alice, wakes him and he jumps to his feet, shouting.)

DORMOUSE: The sea nymphs have won! The sea nymphs won!

(*Continued on page 425*)

* Directions for the formations are given at the end of this article.

Is Specificity of Health Instruction Desirable?

By

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SINCE children learn best by doing, we will agree that first of all we must organize in the elementary school a comprehensive program of health activities—for without activities we cannot even make a proper start, since our aim is to raise the level of human behavior, not merely to convey health knowledge.

However, the health activities are better learning situations if the pupil not only performs the activities but also recognizes the meaning and aim in so doing. The mental side of the program in health education should therefore receive specific attention.

As one writer has recently said: "This program must endeavor to build up in the mind of the child a growing core of knowledge and insight, by means of which his behavior may become more and more intelligent.

"But this does not mean simply teaching various items of 'health information.' In the first place, if we rest satisfied with nothing more, we shall find ourselves teaching knowledge for the sake of knowledge, rather than for the sake of life. The children will learn the information, because we compel them to do so. But it will not become educative, since it lacks the vital interpretive contact with action.

"In the second place, the bits of knowledge which are often lumped together under the heading of health information are apt to be mere unrelated facts. One may, for example, tell the children that sugar has a high caloric value; that tea and coffee are not nutritive substances; that tobacco has a deleterious effect on young people; that it is desirable to have eight hours sleep each night; that vaccination is a preventive of smallpox.

"These things are true enough. But just as so many unrelated chunks of facts, they have a minimal value for the educative process and the effective control of conduct. What we want is to have the pupils not merely believe such statements, but, little by little, understand them in their broad relationships. In other words, we cannot be content unless their minds are steadily moving towards a grasp of the scientific principles upon which healthy living depends."

WE do not want health facts taught in and of themselves, but rather an integration of all the pupil's interests, experiences, and environment in such a way that desirable health outcomes will result.

The problem is one of the coordination of health activities with the underlying basic health concepts which are important for the development of self-directed, intelligent health behavior.

Just how this could be done is not easy. Dr. Ruth Strang, in the chapter concerned with health in the recent volume entitled *Child Development and the Curriculum*—a part of the 38 Yearbook of the National Society for the Study of Education—says concerning this:

"Unless a child is unwell, or unless special efforts have been made to impress upon him the importance of the subject, the average child below the age of puberty does not give much thought to health as compared to other interests."

But it should be borne in mind that health interests of children, as is true in regard to all interests, do not spring full blown from within, but are often developed from a stimulating environment.

It is fortunate for us that there is already a serious movement among progressive educators for attacking the problem for the placement of all curricular material so that there will be better correlation with child development. Already the increasingly well graded health education textbooks which are being pubished today are strides along these lines.

But I should like to see this effort carried further, and have more studies made as to what specific functioning health knowledge can be acquired by children of different mental ages.

All of us will agree, of course, that health needs will differ somewhat according to environmental needs of children in different classes and of different locations. Since there is a similarity to the ability, interests, and needs of all children of each grade level, however, some specific guide of desirable health subject matter areas might be of real value.

For example, in the field of dental health, when the primary child is having experiences in having his teeth cleaned and in having some of his temporary teeth filled, isn't this the time for the teacher to teach him something about the number and the kinds of his teeth, giving special attention to the six-year molar? And yet we have found teachers—even parents—who do not seem to understand or to know that the six-year molar is the first of the permanent teeth.

The need for specifically defined subject matter areas even in the elementary grades was brought to my attention recently when I observed a teacher who, in the teaching of dental health, placed all the emphasis on the cleaning of teeth. I asked this teacher where she had obtained her factual material. I was not surprised to

A paper presented before the New England Health Education Institute, Massachusetts Institute of Technology, April 21-22, 1939.

learn that it had come from a concern which manufactured toothbrushes.

This material was excellent itself, but the teacher should have organized her subject matter specifically around *all* the facts on dental health rather than to overemphasize any particular set of facts. What we really seem to need is a balanced program of health activities coordinated with health subject matter.

NUTRITION is another important field concerning which from the time the child enters the first grade, content areas might be suggested to the teacher. Instead of being loosely taught, nutrition activities could better be organized by delimiting the content field for each grade so that there is not a needless repetition but a planned sequence for the development of basic nutritional concepts.

Such is not now always the case—and do we wonder that children may grow tired of having certain nutritional facts repeated with overemphasis by each successive teacher. It leads to the pertinency of the remark of a boy, who, on entering high school was heard to say, "Well, there are two things I hope I don't hear about in high school—George Washington and spinach!"

Some teachers could possibly get along without such a subject matter guide, but the average teacher *does* need more help than we are at present giving her. Often such a guide might be useful in helping the teacher as to what not to teach as well as what to teach.

The following examples are not for the sake of criticism but to demonstrate the need for more consideration of this problem.

For example, I know of a third-grade teacher, who, left without supervision, thought that she would teach her class about germs. She told the children that whether they knew it or not, little bugs were swimming around in water all the time. Are you surprised that four children in the classroom developed a phobia for drinking water because they didn't want to swallow any of these little live bugs?

Another teacher decided that she would like to integrate the study of the heart with some activities she was developing about Valentine's Day. Therefore, she proceeded to teach to her first-grade pupils how the heart works. She drew pictures on the board and told about the engines that pump the blood in and pump the blood out.

Again, we can't separate a consideration of specific health subject matter from methods of presentation. Research has shown that the child builds up general complexes of skills, knowledge, attitudes, and understandings gradually rather than suddenly, and that particular location of health instructional content cannot be considered apart from the methods and materials adapted to the age level of the child. What we really want is a psychological rather than a logical approach to the treatment of health content areas.

Also, a study of the laws of learning has shown that children do not learn a health habit here, a health attitude there—and the underlying health background later. What really happens is that the child, when faced with a situation involving some phase of health—as in all other situations—responds with his entire organism to the total situation.

Therefore, from the first grade on we are bound to deal not only with habits and attitudes, but with some health subject matter, although often for the young child it is necessarily fragmentary and meager.

LAST year I attended a meeting where the importance of health subject matter was emphasized from the platform by one of the speakers. Later, in the discussion from the floor, someone said that she felt that the health curriculum of the elementary schools should be given over to the training in health habits and attitudes.

What I think she meant to say was that the greatest emphasis should be placed on the above—but if she meant that we could have a curriculum in health habits and attitudes without the giving of knowledge in the elementary grades, her interpretation was not in line with the way children learn.

To those who hold a mature concept of health subject matter, many of the phases of the health content areas may seem too difficult for the elementary child.

For example, take such a content area as the protection against disease. Even in the primary grades we are teaching some of these facts—whether directly or indirectly, consciously or unconsciously. In the first grade, an introduction may be made to the topic of protection against disease by having a visit from the school doctor and the public health nurse.

Theoretically, there should be no formal teaching about germs in the primary grades, but even first- and second-grade children will often introduce the topic themselves, having heard the word at home.

The primary teacher herself should have enough scientific specific background to know how to deal with such situations and care should be taken not to go into too detailed an explanation.

A communicable disease had best simply remain a "catching disease," but even the young child can learn to appreciate that he must do his share in the control of the common communicable diseases by obeying quarantine signs and regulations; staying at home when he is sick, especially when he has a common cold; being immunized against smallpox and diphtheria; and by the development of other habits which may assist in preventing him from contracting and spreading communicable diseases. For example, the child should learn to wash his hands before eating and after going to the toilet. He should be taught to use his own handkerchief, toothbrush, wash cloth, towel, etc. He should learn that it is an unclean practice to use such articles belonging to other people.

He should drink from the fountain without touching his lips to the bubbler or he should have an individual drinking cup. He should refrain from biting fruit, candy, or gum which belongs to other children. He should know better than to eat fruit which has been handled by dirty hands or picked up from the street.

It should be borne in mind that the child does not need

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Suggestions for a Rural Recreation Program

By

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CHANGING and new economic and social conditions are today bringing forth a new leisure and recreation movement in rural America. The advent of the automobile, paved roads, radio, newspapers and magazines, airplanes, moving pictures, electrification and mechanization of farms, and other developments indicate new factors affecting the leisure life of the rural communities. Rural America has always had a recreation problem and program based primarily on the farm home and its activity. Just as the one-room school has served its purpose and now is being supplanted by the consolidated school unfolding new plans and programs fitting the rural boy and girl to present-day conditions, so is the farm family-unit recreation program destined to be superceded by a plan that will afford wider possibilities for leisure and recreation—providing opportunities to learn "how to live a life." It might be well for rural education, recreation, and community leaders to consider the desirability of stimulating the consolidated school plan, and to help make it serve a dual function—recreation as well as education. By augmenting slightly the facilities and leadership of the consolidated school, there is ample proof that an economically sound, inexpensive, and comprehensive rural community recreation program is possible. Such a plan eliminates the necessity of establishing additional buildings, game areas, facilities and equipment, and personnel. Such a program administered on a county-wide basis, organized on an educational procedure, and emphasizing the training of leadership from the first grade through young adulthood will result in worthwhile rural social improvements and help to solve the tremendous leisure-time question of rural America.

Before outlining a few suggestions on how to bring into being and how to develop a rural community recreation program, it is well to consider what constitutes the community, what is available, what is needed, what is to be accomplished, and what is believed can be done. Let us consider also:

The Place—any rural community in America.

The Opportunity—to satisfy today's and tomorrow's interests and needs by setting up and developing an all-round, balanced, far-reaching, adequate rural leisure-time or recreation program.

The Responsibility—to start a program of community recreation planning and development in general should be the community's as a whole, but in particular is that of one or more community leaders—the teacher, the lay leader, the preacher, the college or high school graduate, the club leader, the agriculture agent, and others.

The Time for Action—is now!

A paper presented before the Midwest District Association Convention, March 1939, Indianapolis.

IN starting a rural community recreation program, very little consideration need be given to the activities to be conducted—the kind and variety, quality, or quantity. Analyzing what constitutes the community's problem, preparing and initiating plans properly and selecting the leaders is perhaps 90 per cent of the work to be done in the beginning. The program itself, facilities, equipment, and space; leadership; philosophies and objectives to be accomplished; plans of action; methods of procedure for carrying out a program; subject matter and instruction procedures; proper timing and staging of activities; creating the catalytic agent and "drive"; summarization and analyzation methods—these factors that constitute any program of activity will follow naturally and without undue artificial stimulation if there is adequate preliminary planning and preparation.

To understand better how to start a rural recreation program, let us consider the case of any small community. If not all, a majority of the following factors constitutes "what is given" and indicates "the problem to be solved." In any average rural community there might be found the following:

1. A somewhat definite geographical area—not exceeding a five- to ten-mile radius from a central point.
2. A population of 100 to 2500 persons of all age groups.
3. Community traditions, customs, influences and attitudes blocking free expression and action—creating an inertia and retarding progress.
4. The rugged individualism and conservatism of the American farmer, woodsman, and rancher.
5. An already deeply rooted recreation program in existence since the first two persons first settled in the area.
6. A few community buildings, as the one-room school, the general store, gas station and post office, a tavern and dance hall. Other buildings for public use might be added or substituted as the church, club or town hall, garage, etc.
7. Facilities provided by nature—more than we know how to use.
8. A wide variety of interests and needs which constitute a tremendous community leisure or recreation "appetite."
9. One or more organizations.
10. Leadership—an abundance available, though it may need training.

11. Private financial resources being spent for personal recreation that can be tapped to support community recreational activities.

12. Outside influences—federal, state, and county agencies; neighboring communities; business, civic, fraternal, religious, education, and commercial recreation influences of the population centers, even though located a great distance from the community; newspapers, magazines, moving pictures, the radio, and the automobile.

The "problem to be solved," or what is to be accomplished, can be crystallized as the following suggestive statements indicate:

1. Development of a community recreation consciousness and attitude.
2. Establishing a community recreation philosophy based on a "work-study-play" plan emphasizing "self-helping, self-teaching, self-motivating, self-supporting, and self-governing programs of activity."
3. "Planting" a wide variety of worth-while, functionable, recreation ideas and patterns.
4. Mobilizing, setting up, and training the community's existing leadership.
5. Making available and adaptable the existing facilities and natural resources for recreational use.
6. Establishing training mediums—"by-product" methods—to develop skills and techniques in a wide variety of activities.

LET us assume that you are going to go into a strange rural community to initiate, develop, and carry out to a successful conclusion a recreation program. There "is given" a rural community with an outline of its basic factors and a list of what is to be accomplished as outlined above. How will you proceed to inaugurate and develop a recreation program? In brief, the following is a suggestive general outline of a plan of action to develop a spring and summer rural community program for the period from April 1 to October 1:

I. Conduct a Community Recreation Conference at the Beginning of the Season.—The purpose of the conference is to analyze the leisure and recreation situation of the community and to try to determine the kind of program that should be conducted during the ensuing months. What has been done in the past? What are the present recreation interests of this community? What are its needs? Who are the leaders? What are the organizations and what are their interests in community-wide recreation activities? Are any new recreation organizations desired? What recreation facilities are available and what are still needed? How shall the recreation and community activities suggested be developed?

A free discussion on all matters should be encouraged, a variety of activities suggested, and a committee selected of the most interested leaders for each activity. In addition, a community calendar committee of three to seven members should be selected to set up a community calendar, follow up the work of this conference, call further conferences, see that the various activity committees are properly selected and carry on their work. Committees should be authorized to carry on their programs as they think best and should be asked to keep a complete record.

At the close of the conference, a brief summary of the results of the meeting should be presented, the follow-up work necessary before the next conference, and the place, date, time, and work to be done at the next meeting should be carefully outlined.

II. Organize a Community Calendar Committee.—For your information may I define a calendar committee and its duties to be as follows: A calendar committee consists of three or more representative community leaders who, functioning in an advisory and community service capacity, shall make a calendar of coming events, suggest how to coordinate events, assist in adjusting and eliminating conflicts, encourage and stimulate activity and participation, help crystallize policies and plans, and as far as possible, with the consent of the community, function as a service bureau, a clearing-house, and a recreation planning board. They should not attempt to conduct any activity or try to interfere with the established program of any organization or group. By conducting community recreation conferences, encouraging existing organizations to foster events in the interests of their own organization and the community as a whole, by creating committees to foster activities and in general functioning as a "catalytic agent" in the community's leisure time, the calendar committee can mobilize, vitalize, and give continuity to all the factors that go into the "building of a community recreation or leisure education program."

Following the selection of a chairman and secretary of the Calendar Committee, an outline of work should be presented and a series of meetings arranged to complete this work. The following are suggestive of the work of this committee:

A. Read, discuss, and act on the minutes of the meeting of the community recreation conference.

B. Make a survey of the recreation interests and leaders of the community for each activity under the following general divisions.

1. Athletics
2. Arts and crafts
3. Music
4. Dramatics
5. Special features
6. Social recreation

C. Make a general survey of local organizations.

1. Name of organization
2. Number of members
3. President, P.O. address
4. Secretary, P.O. address
5. Recreation activities interested in.
6. New activities the organization might be interested in.

D. Make list of available and needed recreation facilities.

1. Equipment—play areas, gyms, etc.
   - *a.* Now available
   - *b.* Needed but not available
   - *c.* Amount
   - *d.* Amount
2. Hand supplies—balls, bats, nets, etc.
   - *a.* Now available
   - *b.* Needed but not available
   - *c.* Amount
   - *d.* Amount

E. Make a tentative list of activity committees and chairmen. Each activity should have a commitee of three or more interested leaders to carry the activity to a successful conclusion.

F. Make up four different community calendars as follows:

1. Calendar of meeting dates for all organizations.
2. Calendar of meeting dates of calendar and activity committees.

3. Calendar of meeting dates for special feature events.
4. Calendar of meeting dates for all other recreation groups and activities.

G. Make arrangements to hold a second community recreation conference at which time reports and recommendations of all activity committees and the calendar committee should be presented and acted upon.

H. Summarize work done and list the follow-up work to be accomplished before the next meeting.

I. Give place, date, time, and work to be done at the next meeting of the calendar committee.

III. Organize a Commitee for each Activity to be Conducted.—An activity committee consists of a small number of vitally interested leaders of any subject or activity. They prepare, stimulate, conduct, and in every way possible carry the activity to its fullest possibilities. They are the "spark plug," the planners, the workers who make the activity a functioning force properly related to a community's balanced program of activity.

A. Secretary to keep minutes of each meeting to be read at following meetings. Attach copies of minutes of each meeting to Plan Book.

B. Make list of all interested people.

C. Plan drive to contact others who might be interested (personal, telephone, store notices).

D. List community's past record in this activity.

E. General discussion to get ideas and suggestions for conducting this activity.

F. Determine place of activity.

G. Determine dates and time of activity.

H. Make list of equipment and supplies needed.

I. Assign those who shall be responsible for equipment and details of program.

J. Set up committees.

1. Rules and Regulations (or Constitution)
2. Membership
3. Officials, judges, scorekeepers, etc.
4. Refreshments
5. Special committees
6. Publicity
7. Program

K. Set dates for future meetings and hold as often as necessary to develop this activity.

L. To insure the continuance of the activity form a permanent organization of all those vitally interested in its development.

IV. Conduct a Second Meeting of the Community Recreation Conference about Thirty Days after the First One.—Receive reports of all committees and decide on how to conduct the program for the ensuing months.

V. Conduct a Third Community Recreation Conference at the End of the Season.—

A. Summarize the work done.

B. Celebrate the closing of the season's program by conducting a review and social recreation program.

C. Issue a "Year Book" as a written record of the season's activity.

D. Appoint committees for next year's program and set dates when they should start work.

TO what extent any community, rural or urban, depending on its own volunteer leadership, can initiate, motivate, keep in balance, and give continuity to a community recreation program is problematical. It seems quite apparent, however, that some outside agency is necessary to help keep the community's program going. The community's recreation program cannot exist and develop unto itself only. It must receive stimulation by associating itself with other communities carrying on similar programs. Inter-community programs, the organization of leagues, consisting of teams representing a number of communities and the conducting of certain activities on a regional basis, are inevitable, necessary, and desirable for the preservation of each individual community's own program. It has been stated that unless there are eight thousand or more persons to be serviced in any given area it would not be sound economics to maintain a paid recreation leader. Indications are that the solution to the developing of a rural community program is the establishment of a recreation or leisure education department in each county. Such a department should not be set up as a new governmental division but rather should be a subdivision of some already existing governmental agency, preferably the county school system. Our schools are our only common meeting ground, irrespective of race, religion, or politics. Why not endow our recreation programs with that same freedom of action?

It is also apparent that each state should set up an adequate Leisure Education or Recreation Department giving proper service and stimulation to local, regional, and county-wide recreation programs. It should function primarily as an advisory training agency and service bureau.

The extent to which a Leisure Education program can be developed in the rural areas of any county has been demonstrated during the past six years in the development of the program in rural St. Louis County (Minnesota) under the auspices of the Leisure Education Department of the St. Louis Rural Schools. This program has been possible because of the foresight, leadership, and courage of the Superintendent of County Schools, Mr. Arthur Lampe, who eight years ago initiated a "work-study-play" program for the St. Louis County Rural Schools, now consisting of eleven six-year high schools and sixty grade schools. In offering and extending the leisure education opportunities to all those beyond the day school age, by making the rural school building the community's recreation center and the "lighted schoolhouse" at night, and by taking educational, recreational, and community activities to the people wherever they may be found outside the school building, the program has been organized and developed to an unusual extent—thanks to Mr. Lampe's leadership and the splendid cooperation of the people of the rural areas, and considerable assistance of the people of the urban centers of the county. Since St. Louis County is almost as large as the state of New Jersey, there has been an opportunity to develop what amounts not only to a local and county-wide program but a state program as well. A brief outline of this program is presented to substantiate the above suggestions and comments.

THE recreative physical education program in the St. Louis County Rural Schools includes the traditional game work, relief drills, health discussions, physical edu-

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Folk Dance: An Expression of Culture

By

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FOLK dance is a kind of simple, gay, and fun-provoking activity which has existed during most of the periods in our history and plays a large part in our recreational life today. Folk dance is really that form of group dance which is learned easily so that the pleasure lies in performance, rather than in the process of mastery. It is that form of dance done by large numbers of the population with comparatively little training, and with minimum attention given to the setting for the performance; hence, it yields more pleasure in the doing than in the watching. It is primarily social and rhythmic.

Folk dance requires a group—at least a partner. The individual is lost in the group; the group succeeds only as each individual succeeds. Team work is as essential as in any group enterprise, and this interrelationship of individual to individual within the group builds a strong sense of group unity and cohesiveness. At once, the pleasure of identity within the group stimulates each participant.

The dances are highly rhythmic. The movements are clear, definite, and repeated over and over. The regular beat of the feet on the floor further emphasizes the pace of the dance. Musical accompaniment is chosen, not so much for its intrinsic value as for the purpose of unifying the group and further emphasizing the beat of the dance. Accompaniment such as clapping the hands, the "calls" sung out by the traditional "caller" in American country dances, and the use of bells on the feet in the English morris dances all serve to emphasize the strongly marked, persistent pulse of folk dances.

Our Folk Dance Today is Social Dance

American folk dance today has taken a form characteristic of our life and times, and therefore is different from those forms usually known as folk dances. Our social dance—the dual, syncopated, ballroom variety—is our national folk dance. Variations in style throughout the country are noted as dancers from widely separated geographical areas meet. Periodic "crazes" appear, become trite and are dropped, but the general form of social dance done and enjoyed by the greater number of American people remains as our national group expression in movement.

It is true that the group as a whole has been broken down until only the couple, or smallest social unit, remains. Such dances as the "Big Apple," which is interesting in a variety of ways, are evidences of the attempt to organize the dancers into groups. However, because of impracticability due to such factors as crowded dance floors and general lethargy, these attempts do not seem to have any lasting effect on the forms danced by the greater number of Americans. Rather, they become exhibitionistic and are performed by the specialist for the entertainment of the rest.

The syncopated beat of the dance orchestra, varying in slight fashion only, is as monotonous as any Jig or Portland Fancy. It serves only to unite the group in a common rhythm and to be a background of sound suggesting sentimentality or excitement. The playing of melodies easily sung tends to encourage vocal accompaniment in the form of "crooning" or humming so that the dance and song fit together in a mediocre musical setting. But that aspect of group dance and song today parallels similar forms throughout history, and the statement is not meant as a criticism. One important influence on present-day American social dance has been the commercialization of this activity. This seems to perpetuate the well known, simple steps and to discourage side issues, at the same time making a permanent audience for the ever-shifting list of "popular numbers" heard as accompaniment for that dancing. It would be difficult to judge what American social dance would be like without the hypodermics administered by the owners of public dance halls, the hotels, the song writers, and dance band artists. Certainly it would be impossible to find American social dance uninfluenced by these various interests, and so it is necessary to study this form of dance as it is found. While it is true that commercialized interests have made social dancing more available to many people and have perpetuated this activity, it is equally true that without widespread interest in social dance to begin with, any such business project would fail.

The Significance of Folk Dance Differs to the Performer and the Spectator

Other forms of group dance are familiar to many people. Ballroom dance, properly speaking, is our folk dance at the present time. But in some parts of the country, and in some communities and families, folk dances are done which are quite unlike ballroom dances. These group dances, varying a thousand ways in numbers of performers dependent upon each other, in sequence of steps, in group design, and so on, have, on the whole, a certain resemblance. Their sources may be thousands of miles apart, from Europe to Asia to America, and yet the same basic rhythmic pulse and simple social idea is predominant. This type of folk dance, known to us as the traditional variety, is found natively in many sections of the United States, particularly in New England and in some parts of the Middle West and in those foreign communi-

ties in the larger American cities which preserve the traditions of their mother country. Such dances are also introduced into our school curricula as part of the rhythmic program offered in the physical education department. In these ways, these traditional forms have been perpetuated in America today. They serve the essential rhythmic and social purposes in much the same way that ballroom dance does. They are easy to learn and fun to do. However, a great range of difficulty is noted in the collection of any great number of dances. There tends to be a division into two types of dances: those to be done and those to be looked at. When the dance becomes so intricate and difficult to learn that the dancer must train more than the average participant, we see a dance form not wholly folk-like, although that may have been its origin. It then becomes an exhibition piece and a stunt to be performed. Greater skill, training, and endurance is necessary to dance these dances, and once this skill is achieved, it must be exercised in new creations of even greater complexity. So we find folk dances which are meant to be danced by one and all, old and young and slow and spry, and also dances that are obviously meant to be performed for the satisfaction of the onlookers and to the greater glory of the performers.

The Performer's Interest Depends upon Two Things

Since we are concerned with the experience of the dancer, the first type of dance is of greater interest in this discussion. It is necessary to see, however, where the more intricate exhibition dances fit into the picture. (We find the same examples in our exhibition ballroom teams today, and in the extremely intricate tap dances which have developed out of simpler clogs and jigs.) The dancer gains in two ways from participation in traditional folk dances. In the first place, the inherent values previously mentioned—the social and rhythmic values—predominate. That is, the performer's experience is valuable in terms of the dance activity itself and that value lies in the fact that the dances demand team work and rhythmic accuracy in execution. The second point requires more careful study. It has been claimed that by doing the dances of another national group, the performer will gain understanding and sympathy for that group and its traditions. In that sense, folk dances are used as opportunities to create international understanding and good will. This phenomenon occurs in our schools and in those places where the folk dances of different nations are done for recreational value, with a slight admixture of cultural purpose. Very little thought is placed upon this angle of the problem of folk dance except to attempt to correlate it geographically with other school subjects in the curricula, or to make easy transitions from country to country in the recreation class—the "tonight we are in Czechoslovakia" sort of thing. It is true that the performance of folk dances composed and handed down by other national groups has great value, but such value will not be made available to the student without some previous study on the part of teachers and leaders.

What Expression of Culture Implies

This point is really the crux of the whole discussion. When national folk dances are performed by their native groups, the quality of deep appreciation, almost reverence on the part of the performers cannot fail to be noticed. That quality given, the dances cannot be duplicated by outsiders. It is a trade mark of a genuine group expression, of a cultural expression which cannot be transferred without a similar cultural background. The meaning of the dance may be general, and the form may vary from community to community, but the particular quality of movement, the feeling tone of the dance itself, is its real character. That character lives only within that group with its geographical and social unity. And as such it is passed on to the children and their children as a precious legacy impossible to duplicate. Of course, there is always a certain development of the dance, slight variations in form and melody, as each generation reshapes it according to its experience, but within the community as a whole, the dance remains as a true expression of the people.

In America, our opportunities for studying folk dances done by the groups in which they are indigenous are rare. In a few places it is possible to find a group of immigrants preserving the folk dances of their native country, or their children being taught the dances in order to preserve them. The dances then keep that singular native expression, although probably in a little different manner if compared to the same dances done in the "Old Country." Inevitably these folk dances will be lost as the second and third generation descendants become more concerned with the cultural forms they make for themselves out of the new experience and country in which they have their rightful birth. It is possible that it is already too late to study significant source material of this type in America. It is also pertinent to observe that the educational time lag persists in presenting national folk materials to American children who have long since lost all contact with the particular national heritage which might give that material meaning. This point is generally acknowledged.

But a second argument is presented. American children by learning and performing these dances of other national groups will thereby become internationally minded and gain sympathy and understanding for the groups whose dances they perform. Rather careless thinking is evident here. It has already been shown that without similar cultural background, the dance cannot possibly convey the meaning it was meant to have, either to the performer or to the spectator. But the dance, as a dance, is stimulating and fun to whomever learns it. It is fun for the American student for the same reason it was fun to the Swedish child, or the Czech child. To him it expressed a certain rhythmic exhilaration and a joy in numbers moving together. To the American child, it can express the same things and much more persuasively than speech, for the meaning of movement admits no barriers of language. So we would wish the American child to say, not "How different are these Swedes or Czechs!" but "How like me. They dance and I learn their dances and think them fun, too. Great people, these Swedes and Czechs, for they made good dances. The more I learn, the greater my respect, for I find few duplications. But I do notice that some of the Swedish dances are a lot like some of the

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Where Do the States Come in?

By

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DURING the past few years, various state associations of physical and health education have been steadily increasing in numbers and in activity. The significance of this growth has been generally apparent only recently, and has led to much discussion on all sides. Obviously the strength of a national association lies partly in the activity of its separate divisions, and the strength of the smaller divisions lies partly in the support of the national body. In order to work out effective relationships, this new development in the states must be scrutinized rather carefully. The following questions are offered as a step in this direction.

1. What is the significance of the recent rapid growth in state organizations and what is the future of this development?

2. What are the exact functions of the state organization?

3. What should be the relationships of the state to the sectional groups and to the national association?

The answers to these questions are not simple. They must be worked out through widespread investigation from all angles. The following analysis represents a point of view shared, in general, by local state leaders who are concerned with the problem as a whole.

Recent Growth

A professional organization thrives when it answers actual needs of members and appeals to their interest. Membership increases when individuals can see signs of purposeful activity and real accomplishment. Recently various state associations of physical and health education have literally "sky-rocketed" into the professional picture, not only with unprecedented growth of membership, but with greatly increased local activity. As an example, the Ohio Physical and Health Education Association points to its annual figures of paid-up memberships:

1935	1936	1937	1938	1939
217	420	624	1125	1627

These figures represent an increase of 750 per cent in five years. The annual report of the Association indicates the same growth in number of meetings, clinics, committee activities, studies, experiments, and legislation. Other states tell the same general story, notably New York, California, and Wisconsin. This growth in numbers and in activity is very significant because it denotes the very real strength and power of the local groups. Whether the future trend will be toward state autonomy or toward closer national unity depends largely upon policies and plans of the larger national body. The state development has all the characteristics of permanence and many of the possibilities of future growth.

Exact Functions

The aims of the state organizations are, in general, identical with the national. Some states have actually quoted the national platform, with the local geographical connotation. In reality, the national group is comprised of members from the various states, but there are certain local functions that cannot be dealt with from a national standpoint.

1. *Homogeneity.*—The state offers a smaller working unit for the analysis and solution of local field problems. The national association must necessarily be impersonal, but the state can get down to the actual teaching situation. States also differ in surface aspects as well as in general characteristics. It is easier to discover common aims and to devise practical working programs in a smaller area than it is for the country as a whole, made up of many different traditions and conditions.

2. *Personnel.*—National membership consists almost entirely of full-time teachers or administrators of physical and health education. In reality, a large percentage of actual teaching in the schools is carried on by part-time specialists, school administrators, and classroom teachers, whose major interest lies neither in physical education nor in health education. It is the function of the state to interest and to educate these individuals, who would rarely be touched by a national professional organization.

3. *Related Fields.*—Our profession is no longer limited to routine physical activity in the gymnasium or upon the playing field. We have followed health education into the classroom, and recreation into the community. We are closely related to the field of outdoor camping, as well as to the work of the various character-building agencies. We are now dabbling with safety education, and no one knows what next. All these separate phases of the general educational field have developed with varying organization and emphasis in the different states. General policies of administrative relationships may be set by a national group, but the state is the only logical unit to work out the problem of effective cooperation and organization in related fields.

Professional Relationships

How does the state stand, or how should it stand, in relation to the larger sectional unit and to the national association? Since the state development has been so sudden, there has not been time to work out all details. As

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The "Evaluation of Secondary Schools"

THE General Report of the Cooperative Study of Secondary School Standards, just published, has many implications for teachers engaged in health and physical education. It is entitled *Evaluation of Secondary Schools,* and is the fourth of a series of publications dealing with working materials and procedures to be followed in the evaluation of a secondary school. The last report deals with the reasons back of these procedures. It aims to tell *why,* whereas the previous reports have stressed *how.* It gives reasons for the acceptance of certain measures as possessing scientific validity and having value for this particular study.

The Cooperative Study represents a national study sponsored by the six regional accrediting associations to make a "united attack on the problem of improved standards for secondary schools." The study was unusual in that there was no director in charge of it; instead, it was planned as a committee undertaking in order that many points of view would be represented.

From the standpoint of the teachers of health, physical education, and recreation, those sections of the report which deal with standards, with the pupil-activity program, and with outcomes are especially valuable.

The recent trends toward more *specific* and *quantitative* standards are reported, and the shortcomings in the latest practices are pointed out as well as the measures being contemplated for their improvement.

The statement concerning the curriculum is significant. It reads, "The *curriculum* may be defined as all the experiences which pupils have while under the direction of the school; thus defined it includes both classroom and extra-classroom activities. All such activities should therefore promote the needs and welfare of the individual and of society."

Of the pupil activity program, the report goes on to state, "Since the curriculum comprises all the experiences which pupils have while under the direction of the school, there can be no rigid dividing line, educationally, between the usual classroom activities and those activities sometimes called "extracurricular activities" which commonly permit more freedom and are more largely initiated and directed by the pupils themselves. There is need for pupil participation and expression in experiences which are more nearly like out-of-school and daily life experiences than are the usual classroom procedures. The pupil activity program should aim to develop desirable social traits and behavior patterns in an environment favorable to their growth and, in general character, so similar to life outside the classroom that a maximum carry-over may be expected. Under competent guidance pupils should share responsibility for the selection, organization, and evaluation of such activities and of their probable outcomes. In all such activities the development of leadership ability in pupils should be one objective. Opportunities for exercising leadership should therefore be abundantly provided."

In the way of outcomes, it is stated that "There should be evidence that pupils are able to make desirable choices or to exercise good judgment in the selection of friends, vocations, leisure activities, goods and services, and in other important matters which confront youth today."

One of the interesting findings shows the extent to which secondary schools have developed interest in and appreciation of certain fields as judged by participation in them by graduates since leaving school. In the compilation of answers in a list of ten fields, the greatest interest and appreciation was credited to "Good Health." Seventh on the list was "Athletics and Sports." The inference here is that, on the high school level, there is as yet not enough emphasis on sports with a carry-over value.

The judgments of effective guidance service were given under six headings. "Health Guidance" was second and "Guidance in the Use of Leisure" was fifth. Again, the report brings out the fact that more emphasis needs to be placed on the program of education for leisure.

From the standpoint of physical education, the contents of Table XX are gratifying. This table gives the answers to the question of which pupil activities give the greatest satisfaction. Here the activity, "Athletics and Sports" leads a list of thirteen fields of activity; in fact, for boys, it receives almost seven times as high a vote as "Literary Activities" which is in second place; and for girls, it receives three times as high a vote as the second place activity—in this case, "Music."

These are only a few of the findings for health, physical education, and recreation which are contained in this important national study on which over $200,000 was expended; a study in which two hundred schools were critically evaluated, and whose personnel of field staffs, advisory committees, and technicians comprised several hundred school officials. Those committees in our special field which are studying problems related to the larger field of general education will find their progress greatly assisted by consulting the findings of this comprehensive study of several years duration, now available in published form.

Organized Recess

By

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YESTERDAY we opened school for another year; today we had an overwhelming request by the pupils for organized play during the recess periods; tomorrow we will be off with the process of organizing; and on Monday every boy and girl of the fourth, fifth, and sixth grades will be playing in some squad against another squad in some purposeful and yet enjoyable activity.

More than 95 per cent of the boys and girls expressed their desire for organized play. What is true of this year has been true for the last six or seven years. Only a few who are social misfits voted in favor of a free-play recess period. It is our purpose not to organize or suggest organizing the recess until there is a strong request for it. When pupils realize that it is not something forced upon them by authorities, but something in which they are the most important factor, they are more likely to participate wholeheartedly.

Nothing else creates so much enthusiasm as the organizing process, in which they elect from their own groups a playleader and ten squad leaders for both boys and girls. Both groups organize separately. First they discuss and name the qualifications requisite for a good playleader —"one who plays fair, is strong and healthy, is liked by most of the group, is loyal to the school, is a good leader, has good sportsmanship, etc." Then they nominate from the group five whom they think best meet these qualifications. After the nominations are closed, they vote. The one receiving the highest number of votes is then presented with a playleader badge. This presentation is made either by the principal or the teacher in charge of the physical education program for the school. After the playleader is elected, the group nominates fifteen who meet their requirements for a squad leader. Out of these fifteen the ten receiving the highest number of votes are elected.

Next comes the choosing of the squads. The ten squad leaders take turns in choosing from the group members for their squads. Each squad is composed of about ten members. As the squad leader chooses a member he writes the name on a roster. Duplicates of this roster are made. He keeps one for his personal use, the other is filed with the teacher in charge for reference in case the other is lost. The squads are numbered from one to ten. Each member is required to remember the number of his respective squad. After several days every pupil will get in the proper squad. The squads line up on the playground in order, side by side, after which the playleader calls out the activity for each squad. Two squads play the same game. There are five different activities going on at the same time for the boys and five for the girls. No squad plays the same game or against the same squad twice in succession. This requires a rotating schedule of games. This schedule is worked out by the teacher in charge. The games are selected by the pupils from a list suggested for the season. These games are changed as the interest lags and seasons and weather conditions change.

The two teams or squads playing the same game are competitors. They keep their own scores and at the end of the recess period the winning team is declared. No records are kept of these scores or of the games. They play for the moment only. They play for the fun they are getting out of it.

The playground is regularly supervised by a teacher. Teachers take turns in this supervision. If any irregularities occur, the squad leaders generally are able to make a satisfactory adjustment. If not, then the playleader is called for his advice in the matter. Only when no amicable adjustment can be effected by the pupils (and this seldom occurs) is the teacher in charge of the playground for that day assertive.

The teacher in charge of the program is not a specially trained physical education teacher, as might be supposed necessary, but one who has been trained for elementary classroom work only. Such training, though desirable, is not necessary for a successful organization, such as has been described.

Such a setup has many advantages, we believe. It gives every boy and girl an equal opportunity to develop the body as well as the mind. There is a socializing effect which could not possibly be taught as successfully in any other manner, by giving the pupils a chance to put into practice some of the principles of good citizenship taught to and accepted by them in the classroom. It selects and develops leadership from a practical standpoint rather than from an unnatural standpoint too frequently thrust upon the unqualified individual by some domineering pedagogue, who cannot resist partiality. It eliminates factionalism and prevents many unwholesome "scraps" between the several groups which form as a result of no better outlet for the natural tendencies. It teaches respect for authority and makes better followers out of those whom nature never intended to be leaders but who must always remain followers. It minimizes disciplinary efforts in the classroom by releasing some of that surplus physical energy prevalent in the normal child at this age level. It also decreases the number of accidents so frequently occurring where there is free play. »«

The School's Responsibility for the Conservation of Hearing Program

By

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SCHOOL administrators today are faced with the problem of designing a school program which will give all children equal opportunity for education. Each so-called normal child, each mentally or physically handicapped child, will find in this ideal curriculum the means for developing the attitudes, tools, and skills he needs for satisfactory living. A great many of these children will require some special education to supplement their limited mental, physical, or emotional resources. But with the help of adequate compensatory education, the sum of the handicapped child's resources can be made to equal that of the normal child. All children then will start the race of life from the same point.

With this objective in mind, we shall attempt to outline a procedure whereby one group of handicapped children, the hard of hearing, can be prepared in the modern school to become effective, happy members of society. Hard-of-hearing children have been neglected in the past largely because their status had not been established either by definition or identification. They are ignored, misunderstood, and misplaced for the same reasons today —needlessly so, it is true, for current educational terminology solves the first problem by differentiating between the two groups of auditorily handicapped children, the deaf and the hard of hearing. Present day audiometers are capable of identifying hearing impairments accurately and scientifically.

OUR first problem is one of definition. A deaf child is one whose profound deafness, either congenital or acquired at any early age, has prevented the development of understandable speech and language. Such a child cannot communicate readily with other normal hearing children. Even long, arduous, and highly specialized training in the language arts does not always provide the deaf child with language and speech that normal children can understand. Physically deaf and hard-of-hearing children are alike in that they both have diminished quantity and quality of hearing acuity. Here the analogy ends.

A hard-of-hearing child is one whose hearing impairment, varying all the way from profound to slight, was acquired after he had learned to speak. But he can talk! Because he has this invaluable power he is psychologically more like a normally-hearing child than a deaf child. He should be educated as a normal child with normal children. Mere quantity of hearing loss alone does not decide whether a child is to be called deaf or hard of hearing. The line of demarcation between the groups is not sharply drawn. Language ability, I.Q., diagnosis and prognosis of the disease affecting the hearing, personality, social and economic opportunities—all contribute to the child's power to adjust within a group. Some children with profound deafness who possess a happy combination of faculties can succeed where others with lesser degrees of hearing impairment will fail. Every effort should be made to develop the potentialities of the hard-of-hearing child by an enriched curriculum in the regular school before he is transferred to a special class or school. The auditorily handicapped do not consist of two tight little classes of children; they are individuals each of whom needs study and an education definitely planned to permit his optimum development.

Until recent years the task of discovering hard-of-hearing children was a haphazard process resulting in identification of the severely handicapped only. Then as now, slight or moderate hearing losses were not visible to the casual observer. Children seldom complained of not hearing, because they did not know they were not hearing as well as the others. Childhood diseases often caused deficient hearing without manifestation of any apparent ear disorder. The watch tick or whispered voice, the only known methods for testing hearing, had little value except in the hands of exceptionally skillful examiners. It was assumed that normal hearing existed in all children who could hear speech when no ear disease clamored for treatment and no acuity test indicated deficiency.

Teachers and physicians who use the older methods still miss all but 12 per cent of the cases. Children still do not complain and exanthemata still take their toll. But there are several makes and types of audiometers now on the market by which accurate and meaningful tests can be given to all ages and grades of children. Standard techniques of testing and standard interpretation of test results are available to all who care to use them. Ignorance of the hard-of-hearing child's existence can no longer be considered valid excuse for neglecting to provide them with adequate education.

PERIODIC audiometer tests should be a routine procedure in every school. These tests serve two purposes, both of which pay rich dividends in social welfare. First, hearing tests prevent and ameliorate deafness. Through early detection of defect, the case can be

brought to medical attention before the delicate mechanism of the ear has been irreparably damaged. Second, hearing tests identify hard-of-hearing children and give the school authorities a picture of both quality and quantity of hearing acuity which they may use as a guide in providing adequate compensatory education. Schools in all states of the Union, all over the world in fact, are beginning to recognize the value of regular audiometer tests. New York and Pennsylvania have passed laws which make audiometer tests mandatory. Several other states have "permissive" laws for this important phase of hearing conservation.

We are told that 45 to 60 per cent of the adult hard of hearing are unnecessarily so. If their hearing losses had been discovered early enough and medical treatment provided in time, these adults would not be handicapped as they now are. We know also that the hard of hearing lack economic and social security because they have not been wisely educated. We know that state governments have had to set up Rehabilitation Bureaus to help handicapped people begin life over again. Some activity of this kind will always be necessary for people who are injured in adult life. How much better it would be if the state were to provide adequate education for handicapped children at the beginning of their life work. It would certainly cost the state less in money. What a waste of human time and energy could be conserved. A school administrator can scarcely ignore the challenge of the conservation of hearing program in light of these facts.

At present schools are the only places where these tests can be done effectively for all children. Hearing tests are available, of course, to a privileged few in doctors' offices. For a few others the test is available in clinics when actual ear disease indicates the need, but there is no feasible setup elsewhere for the majority of children. It is true also that when tests are given off the school premises the records are not readily available for the school to use in planning its educational program. The testing program would reach its first goal only.

The results of audiometer tests are often surprising. School administrators who have asserted that they have no hard-of-hearing children in their systems have found the usual 2½ to 4 per cent of the total school enrollment showing measurable hearing impairment. Analysis of these cases has indicated that about 1.5 per cent of these children will need one or a combination of the following educational crutches: lip reading, advantageous seating, subject matter coaching, speech correction, and vocational guidance.

NO school can mistake its function in providing lip-reading instruction for its hard-of-hearing children. A school should not expect parents, social or welfare agencies to assume its prerogatives. We do not expect them to provide children with instruction in the other tool and skill subjects—reading, writing, and arithmetic. We offer all children the cultural advantages of music, art, and literature. Under those circumstances we certainly cannot deny them instruction in tool subjects or relegate that instruction to other agencies. Lip reading is the tool by which the hard-of-hearing child can acquire other school work. It should be considered a basic subject for the hard-of-hearing child. It should be an integral part of the school curriculum.

Two plans of lip-reading instruction, the itinerant and "in-service," are operating successfully throughout the United States. Both of these plans permit the child to stay in his regular class except for special instruction in lip reading. The itinerant teacher plan provides for a special teacher of lip reading who serves a group of schools by going to each school two or three times a week. Many large systems find this the most economical and satisfactory way of providing lip-reading service. Smaller systems are using what is called the "in-service" teacher plan. This consists of having a regular grade teacher in each building who has qualified under the certification laws as a lip-reading teacher. She has the responsibility of some regular grade but is released from teaching certain classes in that grade to instruct the children in her building who need lip reading. Because the principal of the building is usually able to equalize the teaching load, no extra expense is involved in the "in-service" lip-reading instruction plan. Both the itinerant and "in-service" teachers offer continuous year-in and year-out lip-reading instruction. The school authorities understand that if lip reading is to be satisfactory it must be taught systematically throughout the child's school life. It is not expected that the lip reading learned in fourth grade will suffice to meet the needs of the child when he is in the eighth grade unless he has had instruction each year until lip reading becomes a real part of his life.

The conservation of hearing program requires the cooperation of the whole school if it is to be effective. The lip-reading teacher is responsible for teaching the hard-of-hearing child specific skills but she alone cannot develop desirable attitudes without which lip reading has an isolated value only. Therefore all information and the recommendations for each child should be interpreted for the teachers by an expert who understands all angles of the conservation of hearing problem. The teachers will understand the general objectives of the program and will cease to regard hard-of-hearing children as "special" problem children. Their responsibilities for the successful development of hard-of-hearing children will be outlined for them. They will understand why, for example, a boy with severe high frequency impairment always seems to be shouting and what to do to help him "tone down." They will understand why it is essential for them to speak to hard-of-hearing children with normal voice, unexaggerated lip movement, and with normal rhythm. They will understand how to vary speech to make it lip readable and why the same sentence repeated over and over to a hard-of-hearing child is seldom understood. They will understand the very important relationship between distance and hearing loss. Most of all they will learn to think of these children as individuals needing guidance just as every other child does. Their constructive attitude will be reflected in other children's feeling

(*Continued on page 421*)

Noon Hour Coeducational Recreation

By

DUDLEY ASHTON

Theodore Ahrens Trade High School
Louisville, Kentucky

DURING the school year 1938–39, the faculty of the Theodore Ahrens Trade High School was faced with an urgent and difficult noon hour problem. The school is coeducational on the senior high school level. Of the 1,200 students enrolled, 850 to 900 were housed in the building presenting this problem. The school is located in the central business district where land values are high and ground is at a premium. Due to the generosity of a Louisville citizen and to P.W.A. assistance, an addition to the main building was being erected on the site of our former playground. This left us with the problem of having hundreds of boys and girls at school all day whose recreational needs had to be accommodated during two noon hours of thirty minutes each. Since classes were in session at the time of both noon hours, it was decided that the only spaces available for use were the cafeteria and gymnasium, and the corridors adjacent to these.

The physical plan of the building is such that this plan proved feasible. Our cafeteria is located one floor below the gymnasium, the two spaces forming a unit to themselves. The gymnasium is equipped with a large balcony seating 250 people comfortably. Moreover, the gymnasium floor itself is approximately 38 by 70 feet.

Since our student body was composed of both boys and girls, an experiment in coeducational recreation seemed the best solution. We decided to use the balcony for spectators on days when scheduled games were being played. Plans for the entire year were made and submitted to the principal and to the supervisor of physical education for approval. All activities were taught to the girls during the regular physical education class periods. The boys were given instruction during the noon hour in the time which elapsed between the closing of one tournament and the necessary organization for the next one. As soon as the boys were skilled in each activity, the girls joined them and tournament entries were opened. Throughout the entire year, all participation was voluntary, including the help of officials needed for all tournaments.

When the yearly plan was evolved, it included six tournaments lasting from five to six weeks each. Many of the games were of a net type. Tournaments in aerial tennis, five man tenikoit, basket endball (this was the only activity in which boys and girls played as separate units), volleyball, floor bowling, and paddle tennis were sponsored. These tournaments were played Monday through Thursday of each week, with an audience in the balcony. On Friday, mixed social dancing, with a student accompanist and faculty supervision, was the scheduled activity. There were no spectators on this day. So many boys expressed a desire to learn social dancing that classes were organized for them on alternate Fridays. Participation in social dancing increased after this need was cared for.

COEDUCATIONAL recreation has become the order of the day but the practical details of its administration are still vague. It is with the hope that this experiment may prove helpful to others who are planning to embark upon this adventure that the above information and the ensuing details are given.

There are many minor problems involved in the major problem of coeducational recreation. We found our situation no exception to this rule. One of our first problems was that of teaching the art of fine spectatorship. Our student body had attended community games in basketball, softball, and other sports and had acquired by imitation the knack of derisive disapproval for the "duds" and equally embarrassing vocal approval for the stars. During the early weeks of our experiment, we worked every day on the problem of locating the leaders and of educating them in the ethics of becoming fine spectators. The faculty cooperated by discussing the spectator plan for noon hour with the students during the morning assembly period. Gradually, we found that the situation improved until, by the end of the first semester, we had practically no problem from this source.

Another problem that rose shortly after the tournaments began was that of time for lunch. We found that if tournaments were scheduled for the beginning of noon hour, interest in the play was so high that a number of students would watch instead of eating. To offset this difficulty, we scheduled all tournaments for the second half of each noon hour. During the first half, free play in each activity was offered for those students who ran part-time schedules and who left the building shortly after noon.

It was necessary that all students be appraised of their time for tournament play. To that end, large charts made by the commercial art department were posted in the gymnasium. Scores were recorded daily and dates for succeeding play assigned on the charts. Double play by means of consolation and championship tournaments was offered in aerial tennis, five man tenikoit, volleyball, and paddle tennis. In basket endball, each team played every other team with tied scores resulting in an

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Above, the Tulare Tumbling Club. Inset, trying a new stunt.

A Tumbling Club Playday

By

LUCY SOUTH PROUDFOOT

Union High School, Tulare, California

SELF-TESTING activities have always made a strong appeal to high school students. Their variety makes it possible for awkward beginners to enjoy the activity as well as the more skilled participants. Tumbling and stunts require no apparatus. The excellent books on the subject which have been published during the last decade enable the physical education teacher to plan a well balanced program which will aid in the development of flexibility, balance, strength, and poise.

A few schools have organized tumbling clubs for boys and girls. This extracurricular activity has proved exceedingly popular. Here the skilled student has greater opportunity for participation than can be permitted in the instructional period where the organization must meet the needs of the larger group.

One of the problems which has arisen in some of the tumbling clubs is the desire of the students to perform in public. They are given an opportunity to appear before parents and friends, but this does not always satisfy the ambitions of the advanced tumblers. Different organizations request tumbling programs which the young people are eager to present. Tumbling for exhibition purposes may become the sole aim of the club.

In order to prevent the tumbling season from developing into a series of rehearsals, our physical education department decided to experiment with a playday in which only tumblers might participate. Invitations were issued to other schools. Two physical education teachers were brave enough to accept and to bring a group of girls who were enthusiastic tumblers. Others declined, fearing that such participation might result in a demand

(Continued on page 431)

A Pupil Financed Health Service

By

ALFRED KUNITZ

Chairman, Health Education Department
High School of Music and Art
New York City

ON JUNE 17, 1938, a news article appeared in the *New York Times* describing a pupil financed preventive health service plan by which students would receive limited medical, dental, and ophthalmic services by paying 50 cents a year into a general fund.

The plan evidently aroused a great deal of interest, for the author has since received many inquiries about the details of the plan, how it will be financed and managed, and its purpose. It is the aim of this article to answer these questions.

Schools throughout the nation are adopting the point of view that it is their responsibility, along with the one of educating the child, to remove or minimize the effects of poor health and other factors that may lead to a child's failure at school.

At one time in the evolving philosophy of the function and responsibilities of the school, if a child fell behind in his work and became a truant because of severe headaches incurred by an uncorrected astigmatism, the school said, in effect, "We can do nothing about the child's truancy unless he gets glasses. As long as he has those headaches he will stay away from school, and without glasses he will continue to have headaches. It is up to his parents to correct the condition by getting him glasses. You say they can't afford it? Well, that's too bad . . . for the child."

That the day is past when the school can deliberately shut its eyes to the factors that are forcing a child into the patterns of behavior problems, without lifting a hand to prevent it, is now a matter of record both in statements of the new philosophy and in actual practice. In New York City, for instance, the Joint Committee on Maladjustment and Delinquency (James Marshall, President of the Board of Education of New York City, and Margaret J. McCooey, Associate Superintendent of Schools, New York City, Co-Chairmen) recently submitted a report, "The Psychological and Sociological Implications of Maladjustment and Delinquency," in which they succintly expressed the new viewpoint of the school's responsibilities when they contended that the school should provide food to children to "assure bodily development and nurture" if their parents are unable to supply such nourishment. The merit of this report lies in its effort to educate the public to the necessity of adding many millions of dollars to the educational budget to enable the schools to carry on along the progressive lines suggested.

In Peoria, Illinois. and several other cities in the nation, this progressive philosophy has been translated into practice, especially in the direction of promoting and safeguarding pupil health. To enable the child to eliminate such remediable physical defects as might handicap his work, these schools employ doctors, dentists, or nurses as regular members of the staff to examine and treat pupils who are incapable financially of seeking treatment from private doctors and dentists.

While a most direct attack on one of the factors that might lead to behavior problems, this practice is much too costly a service for the majority of the secondary schools to finance. Without the "wherewithal" for a health service to include examinations and treatment by school doctors and dentists, most schools utilize their administrative health units (teachers, grades, conferences, etc.) to urge the child, by educational means and subtle pressures, to visit private physicians and dentists (or already overcrowded public clinics) for the required medical and dental services. Unfortunately, and despite the probable wishes of the school concerned, this procedure again places the burden of effecting discovery and correction of remediable physical defects on the child and his parents, irrespective of their financial capacity to pay for such services.

It is for the benefit of the underprivileged pupils among whom the incidence and possible consequence of uncorrected remediable physical defects are greatest, that the plan has been set up which makes it feasible to introduce into the high schools, without resorting to stringent public funds, a preventive health service *which will include health examinations for all, and treatment only for children from indigent homes or from parents who are in the lower income brackets.*

The Nature and Extent of the Health Service

In this plan, under the supervision of and in conjunction with the health education department of the school, detectional examinations and limited treatment will be given by visiting doctors and dentists; optometrical examinations would also be included.

The examination by the doctor will cover pathology of the eyes, ears, nose, throat, heart, lungs, orthopedic, hernia, etc. This examination will be given to pupils in terms 1 and 7.

Health education teachers will check a pupil's height, weight, acuity of vision and hearing, and this physical inspection will be given in terms 1-3-5-7.

Any student showing symptoms of loss of visual acuity will be examined fully by an optometrist for refractory

errors only, and where necessary, the optometrist will file prescription for glasses with the health education department.

The doctor's treatment will constitute giving first aid to all, health advice and prescription when urgent to pupils in terms 1-3-5-7, and channeling to proper agencies for treatment those indigent pupils with remediable defects who cannot afford extended or expensive private medical care.

Dentists will examine pupils' teeth in school and give limited treatment at their offices. Only pupils in terms 2-4-6-8 will be thus examined and treated. The treatment will consist of filling of simple cavities (those not requiring nerve treatment or root canal work), extractions, and prophylaxis. A maximum of three defects requiring the foregoing classification of treatment will be cared for in this plan during the course of one school term. Dental treatment under this plan does not include bridgework, orthodontia, X-rays, root canal work, gold fillings and inlays, and dental surgery.

As a safeguard against possible litigation in connection with the service rendered, parents will be required to sign waiver forms releasing the Board of Education from all claims of liability.

Financing the Plan

In order to make this type of health service available in schools whose budgetary means are inadequate to pay for it, a fee of twenty-five cents a term, or fifty cents a year will be paid by the students *on a purely voluntary basis,* into a Student Preventive Health Service Fund. The fees pooled this way will be under the supervision of that agent in the school in charge of all school funds.

The fee deliberately has been set small enough to enable all children to avail themselves either of the examination alone that is offered in the plan, or, in case of the indigent or needy, both the examination and the limited treatment. However, in the case of the latter who otherwise might be unable to join, existing funds in the school (student activity funds, income from football games, concerts, plays, and student aid funds) could be tapped to pay their membership fees. Money from these sources could even be diverted to augment the Student Preventive Health Service Fund if some contingency arose that required additional funds to continue the service begun.

It is from the Student Preventive Health Service Fund that the designated school agent will pay doctors, dentists, and oculists or optometrists for the services rendered. The fees which this professional group will be paid are approximate to their average earnings in private practice for proportionate periods of service. Thus doctors will be paid $3 per 1 hour visitation to the school; dentists will be paid $2 per 1 hour of service, either in the school or at his office, plus cost of materials; and optometrists will be paid $1.50 per 1 hour visitation to the school.

Obviously, if the membership fee is set at 50 cents a term or a dollar a year instead of the original 25 cents, the duration and frequency of these visits and periods of service could be considerably extended.

Example of the Plan in Operation

In order to follow the operation of this plan in a practical situation, let us watch it at work in a hypothetical school of 2,000 students, boys and girls. With 100 per cent of the student body acquiring membership in the Student Preventive Health Service (not at all impossible in view of the general approval given the plan by students and their parents in the High School of Music and Art, New York City) approximately $500 a term or $1000 a year would be paid into the Fund.

Keeping in mind the income of the Student Preventive Health Service Fund, and the fees which are to be paid the doctors, dentists, and optometrists for their services, it will be possible to bring into the school each semester two doctors (male and female) for fifteen 2-hour visitations at $3 per hour; two dentists for eighteen 3-hour periods of service at $2 per hour; two optometrists for nine 1-hour visitations at $1.50 per hour.

Thus the cost of the services obtained during the course of one semester would be: $180 dollars a semester, or $360 dollars a year, for doctors' fees; $216 a semester, or $432 a year, plus cost of materials, for dentists' fees; and $54 a semester, or $108 a year, for optometrists' fees. The total expenditures for the services rendered by two doctors, two dentists, and two optometrists would be $450 a semester, or $900 a year, with a balance of approximately $50 a term, or $100 a year, remaining.

Since it is not the purpose of this plan to show a balance, the money remaining from the original income will be used to pay for the materials used by the dentist (which the Board of Education might supply) or for additional periods of service by the dentist, or additional visits by the doctor or optometrist.

It has been suggested that the calibre of the medical and dental services given under this plan might be inferior because it is impossible to give an adequate examination or conscientious treatment to so many students. Let us see how ill-founded such opinions might be when directed at the plan in question, taking into account the limited nature of the services offered.

In order to afford the doctors, dentists, and optometrists ample time to conduct examinations and give treatment, the health education department will attend to all matters of organization, clerical details, and recordings involved in the program.

The complete medical and physical examination (exclusive of teeth) performed jointly by doctors, optometrists, and health education teachers would take on the average from 21 to 30 minutes for each examination. Thus, during a visitation to a school, the doctors will be able to examine 16 to 17 pupils each, or 32 to 34 together, and approximately 480 to 500 during a semester.

In connection with the dental examination, nothing elaborate need be expected. What the dentist must do in his examination is to determine the presence or absence of cavities and tartar. This type of an examination does not require X-rays nor any other elaborate equipment, and can be performed very adequately in little time. Even the act of sterilizing such instruments that would be used to detect cavities would not consume

(*Continued on page 426*)

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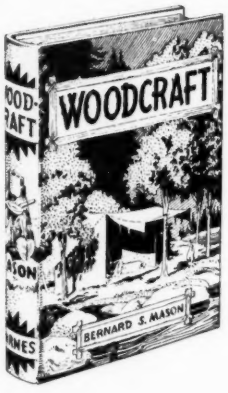

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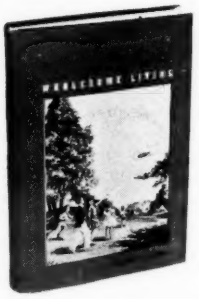

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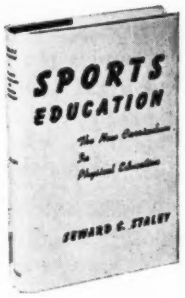

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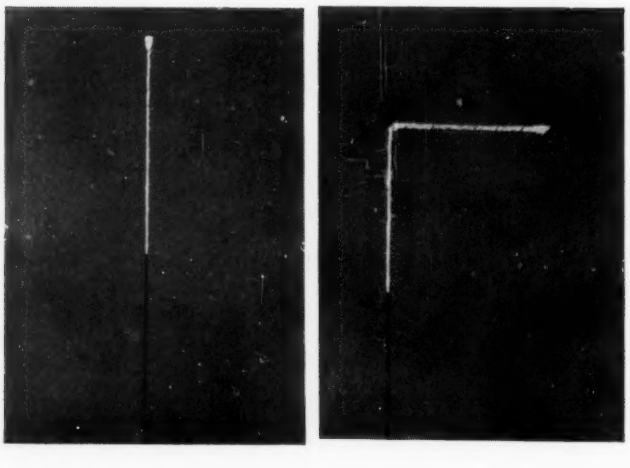
Some seven years ago, the opportunity presented itself, through the department of analytical chemistry, to have our foil blades tested for flaws. We had known that there was considerable breakage in our blades, but imagine our surprise to discover that over 60 per cent of all blades possessed flaws sufficiently large to cause sudden failure of the blade. This experience caused us to adopt the policy of X-raying all blades and retaining only those which tested perfectly. (In passing, it might be added that the French blades have tested uniformly bad; Italian blades considerably better; and the products of the only mass-produced American blades uniformly good. Unfortunately this American blade possesses other faults which make it unsuitable for fencing.)

1 (left). A blade taped at the tip with strips of narrow tape. 2 (right). A blade which snapped in action. The tape tends to cover the broken end.

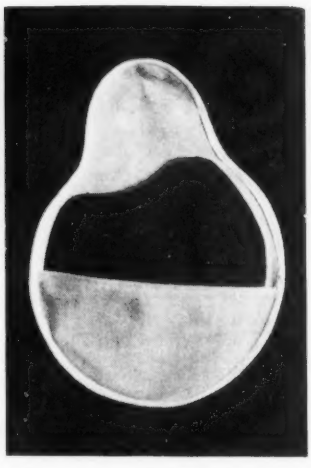


Another blade-testing method has just appeared. It is the same method used for testing auto parts, known I believe, as the magnaflux method. Here the article to be tested is immersed in iron crystals which are then magnetized—the failure of the crystals to line up properly at any point indicating some flaw or break.

Testing the blade, then, is vital, if the student is to be given a piece of equipment which will take the sudden stresses and bends to which a fencing blade is subjected. One should not assume that a tested blade is an unbreakable one, however. There isn't such a thing! But a tested blade, used properly, will last a long time, and if the fencer is told to watch for signs of old age in the blade, (shown by softness in the first 8 or 10 inches of the blade, and its refusal to spring back into shape), it can be retired before it breaks. At Illinois, we have worked out a schedule of blade changes which calls for two complete new sets of blades a year. Such changes are made at about the 10th week in the first and second semesters. This time was adopted because it coincides with the period in the semester when the student is encouraged to compete against his classmate. Thus, he has a new and safe blade with which to work. This procedure is not expensive. Blades for replacement cost 70 to 80 cents apiece, and the old blades are by no means a total loss. We have found that there is a continuous and never satisfied demand for old foil blades with which to make fishing rods and other articles of outdoor equipment.

A chance discovery last year has led to a greatly increased safety factor. In taping the end of a foil, some student who had taken too much tape wound the rest around the sides of the foil. Here was a means of strengthening the weak end and of also preventing injury in case of a break. Accordingly, all our blades were taped back about eight inches from the tip with thin strips of tape. If a foil breaks under the tape, the broken end forms sort of a check should the man on the receiving end of the blade be hit. This taping process also adds materially to the strength of the slender end of the foil and thus prolongs its life. (Note Illustrations 1 and 2.)

While on the subject of taping foils, I should like to condemn the rather common practice among some of our best fencers in this country, of not covering the ends of their foils. It may be quite possible that they, with their exceptional ability, can avoid harming one another, but others in the game, not nearly so experienced, are likely



3 (left). The dotted lines indicate the vulnerable area which is presented to one's opponent. 4 (right). The protective fiber and pocket ready for installation.

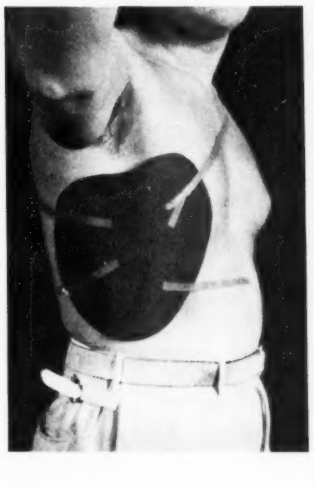
in their enthusiasm to follow whatever they see the champions do, and with considerably different results. An untipped end which can rip a jacket can also rip flesh!

When one has procured safe blades he has only half met the problem. So far he has only considered his opponent. Now he must think of his own protection.

A mask and a strong jacket are essential. Any mask possessing a bib will do. They are all well made and substantial. Should one be considering the use of the epeé and sabre as well as the foil, it would be wise to purchase an all-purpose mask rather than the lighter foil mask.

When we turn our attention to the fencing jacket, we find in the usual jacket a strong heavy piece of canvas or linen, composing a double thickness over the body and arm, except under the arm pit where a third layer in the form of a circle is attached. Under normal circumstances this type of jacket provides sufficient protection from the opponent's blade. But should sudden and unpredictable breakage occur it is very doubtful if the cloth alone is sufficient. There is a vulnerable area on the side which the fencer presents to his opponent from the armpit down to the stomach that should be given the utmost protection. (See Illustration 3.)

5. Fiber protector shaped to fit the body. All fibers must be bent and minor changes made in their shape to fit well under the armpit.



In attempting to meet this problem by seeing what was done in other sports, it was readily apparent that the use of fibre of all shapes and descriptions was a common practice. Shaping fibre to cover the area desired to be protected was a relatively simple matter. Creating a hanging pocket suspended from the armpit was the outgrowth of the protective pad already there. All jackets in use at the University of Illinois are now so equipped and time has demonstrated their value. Two things are now clear. First, these pads do not bind or irritate the fencer as might be supposed. Second, they have a resistance to the point of a blade sufficient for all circumstances. (See Illustrations 4, 5, and 6 for exact details.)

For those interested in costs we were able to have made a jacket embodying all essential features of protection for a trifle under $3. This jacket was of the ¾

6 (left). Interior of jacket showing how the pocket is moored. Note that the fiber pad is placed between the pocket and the jacket so that it does not touch the body. 7 (right). The three-quarter type jacket, adjustable to all sizes, equipped with protector.

type, made of 8-ounce preshrunk duck, equipped with protective pad and pocket. (See Illustration 7.)

Having protected the fencer in equipping him properly, it is now up to the teacher to instruct his pupil correctly for it is most certainly true that when one undertakes to fence without instruction, he is a potential danger both to his opponent and to himself. If the pupil is taught the significance of the fundamentals and the all-important rule known as the "right of way," the instructor has removed the danger, and the fencer can proceed with his sport, feeling confident that so long as he has proper equipment and obeys the rules of the game, neither his opponent nor himself will come to harm.

In summary, then, the alert fencing instructor or coach will first see that his blades are tested; secondly, experiment with taping back from the point; third, equip all fencers with masks and jackets, preferably with the built-in protective pad, and last, train his students according to the best fundamentals of the game. »«

Physical Education Uniform and Laundry Costs

By
LLOYD L. MESSERSMITH
De Pauw University

IN AN effort to eliminate some of the problems connected with the administration of certain hygienic aspects of the physical education program, authorities at De Pauw University decided, in 1932, to furnish all men students in the institution with a complete gymnasium uniform and to assume, in addition, the responsibility for the laundry of this equipment.* The service was later made available to the women students in the institution.

Estimated Costs

When first placed in operation, each student was assessed a flat fee of $11.00, the estimated cost for uniform equipment and laundry of same, per student, for a four-year period. This figure was based upon an approximate estimate of $2.75 per year, as the probable cost per student for this service. As indicated below, this amount was too high, as actual costs were somewhat under this figure, after the plan had been in operation long enough to acquire a full stock of equipment. After the plan had been in operation for two years, the University adopted a policy which called for the elimination of all special fees such as laboratory, health service, athletic, physical education, etc., requiring the student to be financially responsible only for those items of equipment which were lost or destroyed.

Scope of Service

Under the present plan, any student in the institution is entitled to receive a complete gymnasium uniform, towel, combination lock, and locker assignment upon presentation of his tuition receipt, and certificate from the University Health Service, to the custodian in the gymnasium stock room. This service is available to both men and women students, although cost items included here apply only to the men.

All men students are provided with a gray sleeveless shirt, gray trunks (draw-string type), sweat shirt, supporter, medium-weight cotton socks, and towel. Students are required to furnish their own shoes. Shirts and trunks are supplied in three sizes, small, medium, and large. Socks are all large, supporters medium and large. We find that these sizes fit practically all students satisfactorily. A limited number of odd sizes are carried for those who cannot wear the regular stock sizes. The trunks are cut full in the seat and by using the draw string in the waist, there are no buttons or buckles to become lost or damaged in the laundry. All equipment is the property of the University; students losing or destroying items of equipment must pay for them according to the price list posted on the bulletin board. All bills are paid at the treasurer's office, a student's marks being held at the office of the registrar until his record is clear in the treasurer's office.

Box-Locker System

Previous to the installation of the box-locker plan at De Pauw, the men's locker room did not provide sufficient space to house dressing lockers for all men in school. Sufficient room was available to provide lockers for the freshmen and sophomores in the service courses, but no locker facilities were available for the juniors and seniors who wished to participate in intramural sports and certain recreational activities. It was this need for extra locker space, plus the desire to provide more sanitary conditions in connection with physical education uniforms, which prompted the installation of the present system. The locker room now houses approximately eight hundred box-lockers and three hundred dressing lockers in which students store their baskets and street clothes while on the gymnasium floor or playfields. The three hundred large lockers are sufficient to take care of the largest number of students who may be using the facilities at any one time, and in addition, there are enough extra lockers, not in use, to which early season baseball and track candidates, student managers, etc., may be assigned. Institutions with limited locker-room space may solve the problem of providing extra lockers for storage by installing box lockers and baskets. In the opinion of the writer, however, the basket system should not be used unless the institution also assumes the responsibility for regular laundry of the equipment. Equipment packed in baskets does not dry as readily as it does in large, ventilated, dressing lockers.

It was decided to use box-lockers for the housing of the baskets, instead of a store room, because of the greater convenience of the former. When baskets are stored in box-lockers the student need not go to the stock-room window and call for his equipment but may go directly to his box-locker and secure it any time, eliminating the necessity of having the stock room window open at all hours.

The box-lockers are constructed of 18-gauge steel and are 15 x 15 x 12, large enough to house a wire basket 13 x 12 x 8. Each locker is closed in front with a door

(Continued on page 423)

*Lloyd L. Messersmith, "The Administration of a Gymnasium Box-Locker Plan." JOURNAL OF HEALTH AND PHYSICAL EDUCATION, 4:7 (September 1933).

Examinations of thousands of school children revealed that 4 out of 10 had some foot weakness! Over 10% had serious foot conditions.

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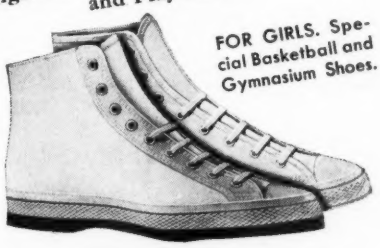

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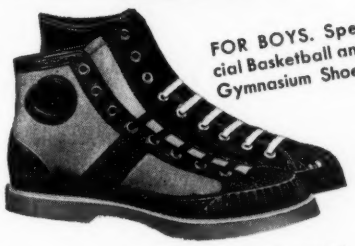

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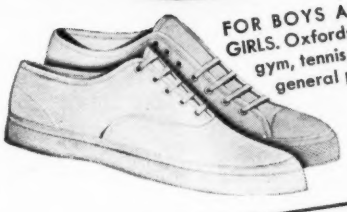

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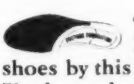
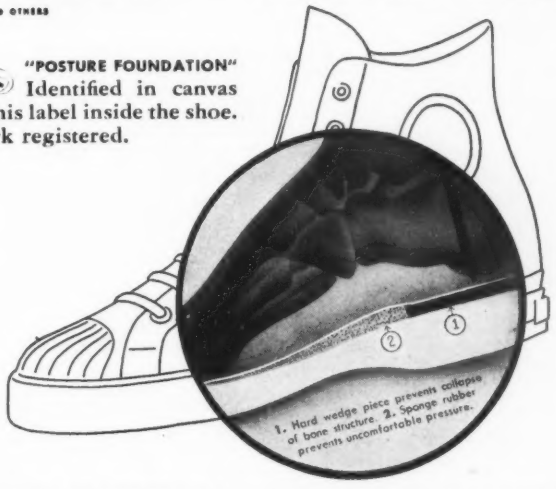


"POSTURE FOUNDATION" Identified in canvas shoes by this label inside the shoe. Trade-mark registered.



INVESTIGATORS who made the foot tests quoted above found that "there seems to be a direct correlation between faulty feet conditions and fatigue, poor posture and retardation." The importance of the proper footwear for active sports is obvious. Make sure *your* students wear canvas shoes with "Posture Foundation" for gym, tennis and basketball.

This patented, built-in feature provides a definite safeguard against flat feet. It gives the bones of the foot proper support. It improves posture, because body weight is correctly distributed. It lessens leg fatigue! But remember, "Posture Foundation" is *not* a "cure"—it is a *protection* needed by active youngsters and *adults,* too!

If you cannot easily locate the local dealer, write to Hood Rubber Co., Inc., Watertown, Mass., or Goodrich Footwear, 201 Congress St., Boston, Mass.

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NATIONAL ASSOCIATION NEWS

Edited by ELIZABETH NOYES, Assistant Secretary

The list of members of the Association Council for 1939-40 has been revised during the summer. Council members and state asssociation officers are requested to check this list on page 1 of this issue and to report any corrections to the National Office within the next month. By action of the Council, all Council members take office immediately following the annual meeting.

* * *

Miss Amy Hinrichs, Principal of the Audubon School in New Orleans, was elected President of the National Education Association at the annual meeting in San Francisco, July 2-6. The next annual meeting of the N.E.A. will be held in Milwaukee, June 30-July 4, 1940.

* * *

Dr. Bell, President of this Association, has appointed Dr. Harry B. Burns, Director of Health and Physical Education in the Pittsburgh, Pennsylvania, Public Schools, and Dr. Charles C. Wilson, Director of Health Education in the Public Schools of Hartford, Connecticut and Acting Chairman of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, as a committee of two to consult with Mr. Ben G. Graham, Superintendent of Schools in Pittsburgh, and President of the American Association of School Administrators, in preparing a program on health education for the annual meeting of the A.A.S.A. to be held in St. Louis next February. Dr. Burns and Dr. Wilson have accepted this assignment, and have received assurances of full cooperation from Superintendent Graham.

* * *

Summary of Legislative Council Meetings at San Francisco, April, 1939, presented for the information of Association members

At the meetings of the Legislative Council in San Francisco, reports of all Association committees, districts, and sections were submitted and accepted.

The petitions of the Mississippi State Association, the Nevada State Association, Delta Psi Kappa, and the American School Health Association for affiliation with the Association were accepted.

Dr. Hiram A. Jones of New York was elected President-Elect and Jess Hair of Louisiana Member-at-large on the Governing Board.

The provisions of the Constitution requiring a mail vote were temporarily waived in order to vote honorary membership to William E. Day of Salt Lake City and J. Blake Hillyer of New York City, both of whom have been members of the Association for fifty years.

The question of granting future honorary memberships was referred to the Honor Awards Committee for establishment of a policy.

It was voted to set up a continuing committee to study the question of a student section and to sponsor the development of student organizations and student programs and conventions.

It was voted that former sustaining members who pay the balance on a life membership within three years may do so on the single payment rate of $80 rather than on the installment rate of $100.

It was voted to go on record as approving the policy that operating codes be adopted and put into effect by committees and other working groups of the Association.

It was voted to appoint a one-year committee to consider the advisability of establishing a standing committee to set standards for the profession.

It was voted that a committee of five, to include the President and Executive Secretary as members, should be appointed to bring to the attention of President Roosevelt and Congress suggested amendments to the Wagner Health Bill, in order to provide adequate health, physical education, and recreation supervision in state departments of education, and adequate health service in land grant colleges and state teacher-training institutions.

The petition of the New England Health Education Association for Council representation was rejected because it did not meet the constitutional requirements.

The revision of the Ten Cardinal Principles was accepted, and it was voted that a continuing committee should be appointed to consider criticisms of the report and to make further revisions in it from time to time.

It was voted to hold the 1942 annual meeting in New Orleans.

The budget of $36,800 for 1939-40 was accepted.

It was voted to appoint Miss Bess Exton as Assistant in Health Education, the position created by the grant of $5,000 annually for three years from the National Tuberculosis Association. It was also voted that an advisory committee should be appointed to guide the policy in regard to this new position.

The Professional Education Committee was made a standing committee of the Association.

The Committee on Yearbooks was made a standing committee.

The question of sections taking on financial commitments was referred to the incoming president.

The president was empowered to appoint a committee to study and formulate a statement of the functions of the President, Executive Secretary, and Editor, and define the lines of authority and responsibility of each.

It was voted to appoint a committee of seven to study the problem of the proposed merger of the Women's Division N.A.A.F. with the National Association.

The president was empowered to secure funds from such sources as seem wise to her, outside the budget of the Association, for the promotion of the Research Committee study and other projects of this nature.

It was voted that a committee should be appointed to work out a statement of the relationships of the national Association, districts, state associations, and units within the state associations. It was assumed that the question of joint fees would be a part of this committee's report.

The Resolutions Committee presented resolutions thanking local committees and others for their work on the convention and condemning retroactive applications of Federal income tax to state and city employees.

Don't Forget That We've Moved!

Correspondence with the Association concerning *memberships, subscriptions, reprints, back copies, changes of address, information service, or any general Association business* will receive much more prompt attention if addressed to the new Association offices at 1201 Sixteenth St., N.W., Washington, D.C., The *only* mail that should be sent to 311 Maynard St., Ann Arbor, Michigan, is that concerned with *editorial* and *advertising* matters of the JOURNAL and the RESEARCH QUARTERLY.

Your observance of this distinction will help to facilitate correspondence and improve the efficiency with which we can serve you.

It was voted that the Constitution should be amended to provide that affiliated organizations shall not have a vote on the Legislative Council.

It was also voted that the President with the approval of the Council shall seek occasions for cooperative working relationships with other organizations.

It was voted that the Association membership fees should not be increased.

It was voted that the Association should discontinue receiving memberships through subscription agencies, and that a careful study should be made of losses and gains through this policy for the next one or two years.

It was voted that the President should appoint a committee to work with the College Physical Education Association on teacher-training problems.

It was voted that the Governing Board should be empowered to act on the cancellation or continuance of present arrangements with a firm of publishers representatives which represents the JOURNAL in the eastern part of the country.

* * *

OFFICIAL ENROLLMENT—JUNE 1939

State	Life	R.Q.	Prof.	Active	Student	Stu. Prof.	Total	Council Members†
Alabama			15	73	25	3	116	1
Arizona		1	8	21			30	1
Arkansas*		1	6	26	2	1	36	1
California*	3	6	187	658	134	36	1024	5
Colorado*		1	15	59	1		76	1
Connecticut*	1		21	85	10	2	119	2
Delaware			5	14	3	1	23	1
Dist. of Col.*		8	18	80	5	2	113	1
Florida			7	27	20		54	1
Georgia		1	5	50	5	1	62	1
Idaho*		1	3	16		1	21	0
Illinois	3	5	110	425	72	10	625	4
Indiana*		2	45	257	71	1	376	3
Iowa*		1	34	119	10	15	179	2
Kansas*		2	35	84	24	6	151	2
Kentucky*		1	19	43	21	2	86	1
Louisiana*			27	105	6	12	150	2
Maine*			12	18	6		36	1
Maryland*		1	15	57	5		78	1
Massachusetts*	2	2	62	166	83	5	320	2
Michigan	2		45	185	31	4	267	2
Minnesota	1	1	47	110	15		174	2
Mississippi			7	22	1		30	1
Missouri*		3	43	131	9	5	191	2
Montana*			7	19			26	1
Nebraska*	1	1	10	52	5	1	70	1
Nevada*			3	23	1		27	1
New Hampshire			5	14	2		21	1
New Jersey	1	2	36	253	6	1	297	2
New Mexico*			5	15	1	1	22	0
New York	3	6	198	642	147	22	1018	5
North Carolina			19	50	16		85	1
North Dakota			8	19			27	1
Ohio*	2	5	79	320	58	15	479	3
Oklahoma		2	12	80	3	2	99	1
Oregon*	2	2	17	66	30		117	1
Pennsylvania	1	4	92	362	48	3	510	3
Rhode Island	1		5	21			26	1
South Carolina		1	4	32			37	1
South Dakota*		1	6	30	2	2	41	1
Tennessee			8	36	7	8	59	1
Texas		2	66	144	7	4	223	2
Utah*	1	2	6	74	6	1	90	1
Vermont			7	11			18	1
Virginia		2	21	43	6	1	73	1
Washington		2	24	57	9	1	93	1
West Virginia			11	48	3	1	63	1
Wyoming			4	8		2	12	0
Wisconsin		1	37	97	7	3	145	2
U.S. Possessions		2	9	35			46	
Foreign	1	16	79	169	2		267	
Totals	25	88	1569	5609	927	175	8393	

* These states have increased their membership within the past year.
† Number of Council members is based on life, active, and professional members only.

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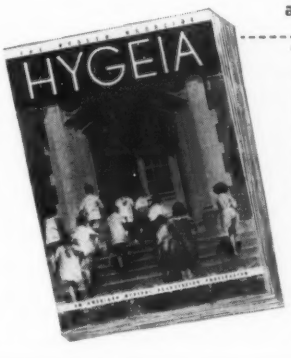

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AROUND THE COUNTRY

WITH J. E. ROGERS

Grover W. Mueller, Director of Physical Education, Public Schools, Philadelphia, reports that within a period of ten years, thirteen teachers or supervisors of physical education have become principals of high schools, with four more in line for similar promotions.

* * *

It certainly is a real pleasure to see the good work that Miss Florence Alden is doing at the University of Oregon at Eugene, and also Mrs. Mary Gross Hutchinson at the University of Washington. Both of these women for the past twenty years have been pioneers in the Northwest, especially in teacher training and maintaining high standards in our profession.

* * *

Of course the whole country has heard over a nation-wide hookup of the wonderful son the Jay B. Nash family has. The latest news is that the boy shows all signs of becoming a President of the United States some day.

* * *

It was a pleasure to get to the University of Texas and see many of our good friends there. Miss Anna Hiss is making a very fine contribution to her state. She has contributed time and leadership in aiding the Texas Amateur Athletic Federation in the development of safe and sane athletics for girls. As a result of her leadership, there has been a marked improvement and better spirit. Her department has acted as hostess and has made the visits of the different teams over the state most pleasant. Others who have helped in the success of this splendid project are: Gertrude Mooney, Physical Education Department, University of Texas; Leah Gregg and Sheila O'Gara, Physical Training Department, University of Texas; Addie Mae Leigh, State Training Consultant, Recreation Division, W.P.A.; and James Garrison, Recreation Director at Austin.

* * *

W. P. Saunders Company has published the second edition of the nationally-known book, *Administration of Health and Physical Education* by Jesse F. Williams and Clifford L. Brownell.

* * *

You will be interested to know the unique fact that at the University of California, Los Angeles, all students, both men and women, are furnished all suits for all occasions free of charge. The University owns the suits and gives laundry service to 3,000 students three times a week. That is, all suits for all occasions are kept clean.

* * *

Dr. W. W. Patty, University of Indiana, and his committee are to be praised for their splendid bulletin covering in four sections the important subject of physical education knowledge and achievement tests. The sections are touch football, baseball, basketball, and speedball.

* * *

Mr. Charles Lamb, Secretary of the famous Los Angeles Recreation Commission, the first to be established in 1907, is still on the job after thirty-two years of service. He reports that the attendance records show that 50 per cent of the participants in the broad varied programs and activities are adults. The increase in adult use of recreation programs is a very interesting trend.

* * *

Avis Edgerton, Ph.D., who has for many years been active in the college field, came from Oklahoma A. & M. College at Stillwater, Oklahoma, to the Y.W.C.A. in Oklahoma City as executive of the program in health and physical education. She finds in this midwestern city extensive and attractive equipment and is putting on a very progressive program in health and recreation for young employed women.

* * *

Hal Orion, State Director in California, is to be congratulated on the many fine things he and Miss Van Hagen have been doing in that state where there are many fine programs.

* * *

It was a pleasure to visit Kentucky. Mr. Potter and his staff are doing some very fine things at the University of Kentucky.

* * *

Tom McDonough at Eastern State College, Richmond, Kentucky, is developing a very strong four-year major. By the way, Mr. McDonough, President of the Southern District Association, was initiated into the Paunee Tribe by the Indian Chief at the time of the Southern convention in Tulsa, and was made a blood brother. This ought to make Tom a real American.

* * *

It was a pleasure to get from our good friend in Canada, Fred L. Bartlett or Toronto, the book entitled, *Games, Dances, and Activities (Junior Athletics) for Physical Education,* published by Noble and Noble.

* * *

Grace O. Hunter, dynamic national president of Delta Psi Kappa, was one of those who flew to attend the convention in San Francisco. Before returning to Philadelphia, she flew to Los Angeles where most of her time was divided between the U.S.C. and U.C.L.A. campuses and the Orthopedic Hospital. The Los Angeles members of Delta Psi Kappa have purchased and maintain a bed at the Orthopedic Hospital as one of their local projects.

* * *

The March issue of the *Kentucky School Journal* was devoted entirely to health and physical education and contained a series of articles by our national leaders, Jesse F. Williams, Jay B. Nash, Jackson Sharman, Elma Rood, James Edward Rogers, and others.

* * *

Miss Flora M. Frick and Miss Jessie McKellar, members of the faculty of the Physical Education Department at Moorhead State Teachers College, Minnesota, assisted in the installation of Alpha Beta Chapter of Delta Psi Kappa on their campus. Both instructors are associate members of the professional physical education sorority.

* * *

One of the finest publications recently received was entitled "How We Do It" by Utah teachers of health and physical education. This bulletin contains many interesting contributions by the different teachers from large and small communities outlining different physical education, athletic, intramural, corecreation programs. Most helpful and full of concrete suggestions.

* * *

Portland, Oregon, is putting education into athletics and athletics into education. Received a very fine statement of the new rules and regulations governing the control and administration of athletics from Eldon I. Jenne. As in New York, all scholastic requirements have been removed and athletics is treated as a part of the physical education program.

* * *

Many are interested in the whole problem of the proper colors for inside the gymnasium. Many people believe that our interiors ought to be brightened up and made more attractive. It has been a pleasure to see some very good color schemes, especially in the women's gymnasiums. My recent visit with Mrs. Hutchinson, at the University of Washington, shows the great value of color. I have just been reading a very interesting article entitled "The Ap-

plication of Color Psychology in the Corrective Gymnasium," by Billie Louise Crook and Herbert E. Hipps, reprinted from *The Physiotherapy Review*, Vol. 18, No. 6, 1938.

* * *

Many of her good friends will be pleased to know that Professor Florence O. Stout, who has been teaching actively at the University of Kentucky since 1902, is still on the job. It was a pleasure to visit her class and see the fine work she is doing in individual physical education. I believe this is some record—Miss Stout has been teaching for approximately thirty-eight years in the same institution.

* * *

The Fourth Annual Conference on Health Education (Theme: Curriculum Construction in Health Education in the High School) was held March 4, 1939, at Panzer College of Physical Education and Hygiene, East Orange, New Jersey.

* * *

John Eisele Davis, famous for his work in play and physical education and mental health, writes: "I am engaged in a study of elemental play for the far regressed psychotic patients comprising habit training groups. I am much encouraged by the response of these negativistic types to low levels of exercise."

* * *

Joseph Kripner, Head of the Department of Physical Education, Chicago Teachers College, tells of the interesting developments in that institution. He says, "We are in the midst of formulating a new physical education and health curriculum, incorporating some of the modern trends to fit the Chicago elementary schools:

"(1) An activity program in health and physical education for the regular elementary classroom teachers (men and women). For this group we are providing courses in games and simple motor activities that can be carried out in schools that do not have a full-time teacher of physical education. These teachers will also be required to teach a health course such as that set forth in the curriculum. In addition to the above, we are planning activities for their own enjoyment and leisure.

"(2) The second group will receive a highly specialized health and physical education course, since they will major in this work. We aim to provide courses to give these people a good background in all phases of physical and health education in both knowledge and skills.

"We have adequate facilities and a fine staff consisting of eight members, including an M.D."

* * *

It certainly is a real pleasure to get all the excellent material from H. T. Friermood, in charge of physical education at the Y.M.C.A. in Dayton, Ohio. He is to be congratulated on the splendid work he is doing.

* * *

C. Walter Kadel announces that a standard Junior Red Cross first-aid course is part of the physical education program. This first-aid curiculum was put in the 9A grade one period a week. The instruction is given by men and women physical directors in classrooms in five junior high schools in Wilmington. Last semester they had 439 students, this semester, 1,009. The new course is being well received by the students. Red Cross First Aid Certificates are awarded to all those successfully passing the work.

* * *

Special mention must be given to the excellent work that J. B. Miller has rendered at Tulsa University for the past many years. Mr. Miller is a graduate of Springfield, 1908. He has made a splendid contribution to Oklahoma and the Southwest, especially in the maintenance of education and professional standards in physical education and athletics.

* * *

The School Executive magazine is a most important one in educational circles because it goes to school administrators—superintendents and principals—who are most important in making possible an adequate school health and physical education program. I was privileged to have an article, entitled "The School Health and Physical Education Program," in the January, 1939, issue of this publication, which has created favorable comment.

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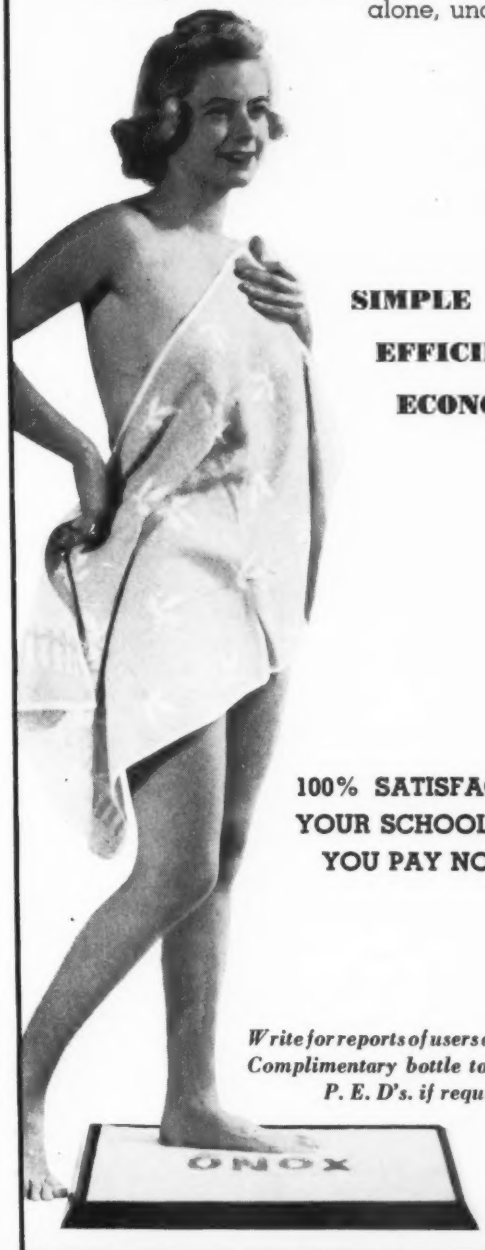

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Eastern Division: 4206 First Avenue, Brooklyn, New York.

"How We Do It"

When Play Hurts

WHEN a concern for the pupil is the focus of attention in teaching motor skills, there are some mental hygiene principles to keep constantly in mind.

It is a well established fact that the relationships between teacher and pupil and pupil to other pupils are important factors in the learning process. The conditions under which activity is taught becomes more important than the subject or activity itself, if social adjustment is an objective.

This presentation of these five scenes is an attempt to portray "teacher-pupil" and "pupil-pupil" relationships which have implications for poor social adjustment. The negative has been chosen for interest of portrayal.

Choosing Sides

Boys are lined up in front of a gymnasium leader, who stands with a basketball in his hands.

Leader: Who wants to be captain today?

Boys: I do! I do! (with raised hands).

The leader picks the two noisiest boys and tosses a coin to see who chooses first. Each captain chooses four boys, leaving two boys standing alone.

First Captain: To his group, "We don't want him." The group goes into a huddle to make a decision. The first captain is about to choose when his group reprimands him and says, "No, not him; choose the other guy."

Second Captain, to the remaining lone boy: "O.K., you, come on over here."

Curtain.

The Awkward Girl

Six girls are standing in a single file facing a tumbling mat. The teacher is giving instructions.

Teacher: "Each girl will follow the leader. Jane you set the exercise."

First exercise—Jane hops across mat on one foot. The next two girls repeat the exercise. The fourth girl, Mabel, has a difficult time. Finally the fifth girl pushes Mabel aside and says, "Get out of the way clumsy."

The next exercise (a hop and jump) completely baffles Mabel, for she can't get the combination.

The teacher exclaims, "Mabel, you sit and watch."

The third exercise (a forward roll) is repeated by the first three. Mabel tries several times but while still trying the last two girls do a forward roll past her on the left, the last one exclaiming, "You can't do this."

The first girl is ready to do the next exercise and yells, "Get out of the way, Mabel."

Mabel: "Please let me try."

Curtain.

Dance Club Membership

A group of girls at one end of the stage are discussing club membership.

Myrtle: I think we should admit Florence; she is a fine girl, with real interest and ability in the dance.

Emma: I don't like her brother.

Mary: Her father is a truck driver.

Kay: Have you seen the dresses she wears?

Florence enters and is very friendly to everyone, saying, "Hello, girls."

Girls all walk away, and Emma says, "Sorry but we *must* get to our meeting."

Ability Levels

Round 3 (last round): Two boys very unevenly matched in size and ability are boxing in the center of the stage. The smaller is very severely beaten up and defeated as the final gong sounds.

As the referee announces the winner and puts a large medal on his chest, boys and girls rush to congratulate the winner. The defeated smaller boy picks himself up and is moving off the stage alone.

Boy, to defeated fighter: "Come back when you've learned how to fight."

Curtain.

Being Picked On

As the curtain opens, five girls are standing in front of their tap dance instructor. After a short demonstration by the teacher, the girls start. They have hardly started when the instructor stops the dance to pick on and scold Mabel for her inability, exclaiming, "Not the left foot, Mabel; we start with the right." Again the class starts and then the teacher stops to tell Mabel, "If you weren't so slow, we would have a perfect class." Again they start but not for long, for again the teacher stops and says, "Mabel, come over here. Stand behind and watch Alice, for she is perfect."

Mabel goes to the side of the stage and sits down. The teacher ignores her and the class starts again but they stop as Mabel goes across the stage to the exit saying, "She don't like me!"

Curtain.

This little skit may be useful in school assemblies to develop right attitudes among students; in teaching methods courses; and for interpretation of mental hygiene point of view to parents.

HARRY D. EDGREN
Assistant Professor of Physical Education
George Williams College

Gym Hockey

THE game is similar to ice hockey. Use a deck tennis ring for a puck and gym wands for hockey sticks. Use the lines already marked on a basketball floor for rink lines. Change rules to suit own needs.

Floor.—1. Boundaries—formed by end and side lines of the basketball floor, preferably use gym walls—no out-of-bounds.

2. Goalie's area bounded by free-throw lane lines, end line, and the dotted arc of the free throw circle.

3. Goals—place two jump standards at intersections of free throw lane lines and end line. Use a rope to mark the 3-foot top of goal.

4. Center circles—same as basketball—use for the opening faceoff and for putting puck into play after an offside penalty.

5. Offside lines—use the basketball 40-foot lines reversed (team A's offside line the one nearest to goal at which team A is shooting).

Players and Substitutes (Spares).—1. Goalie—restricted to goalie's area. He may use stick (both hands), feet, or hands to prevent goals. He may *not* sit, kneel, or lie down to prevent goals. If he throws the puck out it must go sidewards, not forward (penalty, puck not in play—a new throw). NOTE—*No other player may infringe on goalie's area.*

2. Center—takes part in opening faceoff. His play corresponds to that of a center in basketball.

3. Forward—play corresponds to that of a basketball forward.

4. Defense—play corresponds to that of a basketball guard.

5. Substitutions may be made any time the ball is dead.

Definitions.—1. Faceoff is the opening play of a game; also used after field goals and successful penalty shots and at tie situations (same as jump ball in basketball). The faceoff is made by two opposing players facing own goal, placing their stick against the puck and playing it at the whistle.

2. Dribble—advancing puck by placing end of stick in the center of the puck and moving with it.

3. Pass—started the same as dribble but completed by sliding puck to another player.

4. Shot for goal—on the actual shot a player may use two hands on stick, but at *all other times a player may only use one hand on stick* (goalie excepted). A successful shot for goal must go between goal posts and under rope. At the instant the goal is scored the stick may not be in a contact with the puck (penalty—goalie gets a free pass-out).

Timing.—The game is played in three four-minute periods with two-minute intermission between periods. In case of a tie, additional period or periods are played with the sudden death rule as in basketball. Time is taken out on personal fouls or at

order of the referee, except that if a substitute enters game after an offside or other technical foul, the watch shall be stopped.

Scoring.—A goal from the field counts two points and a successful penalty shot counts one point.

Fouls and Penalties.—Technical fouls:

1. Infringement on goalie's area by any player at either end. Penalty—offended goalie gets a free pass-out.

2. Offside—If any player dribbles across his offside line, any other player of his team who is ahead of the line is offside. Note that this rule refers only to the dribble and not the pass. Penalty—any player of the offended team (except their goalie) takes the puck at the center circle for a free pass-out.

3. Two hands—any player using two hands on the stick at any time (except when shooting). Penalty—same as for offside.

Personal fouls:

1. Tripping, holding, shoving, striking, or unnecessary roughness. Penalty—the offended player gets a penalty shot. This shot to be taken from the outer rim of the free throw circle with one or both hands on stick. Only the goalie may legally try to block the shot. If the try is missed the puck is in play.

2. For flagrant unnecessary roughness the offending player is sent to the penalty box for a one-minute period and his team must play shorthanded for that minute. A second similar offense by the same player after he returns to the game is to be penalized by two minutes in the penalty box.

NOTE—A certain amount of body checking and blocking is necessary for a good fast game. Fouls may be refused if they void a scoring play.

MAX BULLOCK
Riley High School
South Bend, Indiana

Indian Club Dance Work

WITH slight revisions, the ingenious teacher can find many values in discarded physical education activities.

Do you have the temerity to dust off old Indian clubs and press them into service? By grasping them short (i.e., up on the neck) and combining them with modern dance exercises, one gets effective results. Not "pin-wheels" or "coffee grinds" of the old interminable club-drills, but a glorious stretching of the spine and such an increased reaction in the trunk and arm movements that in a few minutes an exhilarating work-out is possible.

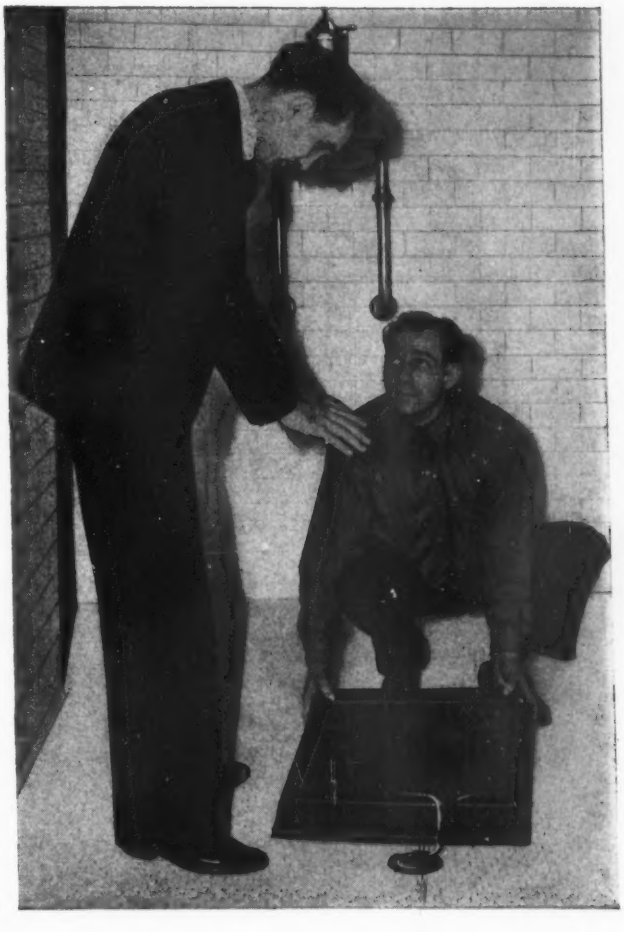
Physical education is but one of the many departments of a big high school. It is the department usually expected to adjust to most any conditions. A class is scheduled where any heterogeneous group of girls happens to have a vacant period. Many gym teachers are practically "thrown to the lions," in gyms built for spectators of boys basketball games. Given a few balls, she is expected to strengthen, educate, and entertain the bodies, minds, and spirits of mixed groups of girls.

Why don't they just play games? Some girls are wild about them; some learn to like them; others never will. This state of affairs demands variation. During the indoor season the Indian club dance combination offers an easily assimilated balance to the gym diet.

The wily gym teacher must balance her work with an ear to the ground. She can smuggle in just enough of these rhythmic club-dance exercises to loosen up the muscle-bound athletic type, yet not overtire the relaxed "dance type"; just enough to keep from either confounding the dance-illiterate, or boring students who have the advantage of outside studio dance instruction. The amount needs to be nicely adjusted and the exercises carefully selected. Falls, used so much in modern dance, are of course taboo, but stretches, turns, and swings are enhanced by the weight of the clubs. The feeling of reaching, pushing, and grasping, often a desirable element in dance exercises, is made more tangible and demands fewer words of explanation and exhortation from the instructor to the only casually interested pupil.

Indian club dance work in no way competes with the dance as such. It is but an attempt to get effective results in a short time from dance adaptations. Can't we eke the best out of the obsolete before we toss it over board? "Thar's gold in them thar hills!"

EUPHEMIA FOSDICK
Eastern High School
Washington, D. C.



DON'T THROW IT AWAY YET

"THERE'S still plenty of fungicidal power in that Alta-Co Powder solution," says the physical director. "Don't throw it away yet." And he's right. This new material for the prevention of Athlete's Foot is stable in solution; does not quickly break down in the presence of amounts of organic matter which normally get into foot tubs; need not be changed so frequently as other materials. It is powerful, yet non-irritating. Send for report H99. It will go to you promptly.

Alta-Co POWDER
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The C. B. Dolge Co.-Westport, Conn.

Women's Athletic Section News

Rachel Jane Benton

Softball . . . Good news come from the softball front! The 1940 guide has been promised to be ready for distribution in January in order to be available to all those who desire it for spring coaching and playing.

Ellen Mosbek, chairman of the Softball Committee, reports that official's rating is a major emphasis of the committee for the year. It is urged that all who coach take ratings, for two reasons: first, in order to help clarify the work of the rating committee by sending in comments and suggestions; second, as a check on the teacher's and player's knowledge and skill in officiating. Complete directions for giving the ratings may be secured from the committee member in charge of ratings. Bernice Cooper, University High School, Madison, Wisconsin. The 1940 guide will also include information about establishing rating centers.

A film . . . which should be of interest to Parent-Teacher Associations and physical educators is the French sound film entitled, "Learning Through Play." It is a two-reel film distributed by Walter O. Gutlohn, Inc., 35 West 45th Street, New York City. It does not deal primarily with playground activities, but shows the education of primary children in the Nancy schools. Some activities on the playground have been filmed, but the main emphasis is on education for family cooperation, demonstrated by waxing floors, milking cows, gardening, using an Electrolux, and brushing the teeth. The group is shown participating in handcrafts and other forms of recreational activities such as hiking and playing in an orchestra. The film should be of value in showing a concept of education in another country.

District Chairmen were elected at the meetings of the District Associations, as follows: Eastern, Elizabeth Yeend Meyers, New York University; Midwest, Katherine W. Curtis, Chicago Teachers College; Central, Jane Harris, Public Schools, Sioux City; Northwest, Jeannette Brauns, Oregon State College, Corvallis; Southwest, Bernice Thomas, Public Schools, Salt Lake City; Southern, Mary Kate Miller, Oklahoma State College for Women, Chickasha.

These District Chairmen serve on the Legislative Board, and assure each District representation on the legislating body of the Section. The complete Board roster will be published in the new *Athletic Guides,* the first of the 1939–40 issue being the Basketball Guide.

Administrative Measurements Section News

H. Harrison Clarke

There is a very significant increase in the use of Physical Fitness Tests and in the thoroughness with which follow-up programs are being conducted, particularly in New York and Massachusetts. A number of important meetings have been held recently which indicate the seriousness with which this development is being considered.

New York City Meeting

On May 4, at the Hotel Pennsylvania, New York City, in conjunction with the Eastern District Convention of the American Association for Health, Physical Education, and Recreation, a special meeting was held to exchange, informally, ideas and experiences with regard to approved uses of physical fitness test scores. Ellis H. Champlin, Chief of the New York State Physical Education Bureau, who presided at this meeting, pointed out that the data secured from this test were a proper starting point for making modifications of individual pupil physical education programs in terms of need, and that pupil and program progress should be checked by repeated and periodic use of these tests.

Complete minutes of this meeting have been mimeographed and may be secured from Ellis H. Champlin. Following is a brief outline of the topics discussed together with the names of those contributing:

1. Training major students for the physical fitness program (H. Harrison Clarke, Syracuse University).
2. Demonstration units in central New York (H. H. Clarke).
3. Testing equipment (Edgar Everts, Boston University; Thomas Hines, Brookline, Mass.).
4. Testing assistance (Leonard Clark, Melrose, Mass.; Walter Granger, Rye, N.Y.; Kenneth DuBois, Albany, N.Y.).
5. Leg lift with the belt (John A. Wylie and Edgar Everts, Boston University).
6. Injuries in testing (James J. Carter, Quincy, Mass.; Richard Hayes, Yonkers, N.Y.).
7. *Case-Study Form and Health-Habit Questionnaire* (H. H. Clarke).
8. The physician in the testing program (Dr. Cyrus H. Maxwell, New York State Education Department; Edgar Everts).
9. Selection of P.F.I.'s for follow-up work (H. H. Clarke; Edgar Everts).
10. Scoring P.F.I.'s (Randall Warden, Newark, N.J.; Clinton S. Leonard, Scarsdale, N.Y.; and James J. Carter).

Dr. Frederick Rand Rogers of Boston University concluded the meeting by reviewing the history of physical fitness testing, pointing out that Dudley A. Sargent originated the tests and that his major contribution was in the construction of norms. Dr. Rogers then sketched the development of P.F.I. programs, testing techniques, and follow-up work, etc., showing that the composite "P.F.I. program" is the work of some thirty men and women, each of whom has contributed significant innovations.

New York State Measurement Project

A final meeting of the physical education people participating in the New York State Measurement Projects sponsored by the State Education Department and Syracuse University was held on June 3 at Syracuse University. Ellis H. Champlin, Chief of the State Physical Education Bureau, called this meeting in order (1) to give the men an opportunity to exchange experiences, (2) to recapitulate the steps taken and the progress made during this initial effort, (3) to suggest final steps to be taken by each school in completing the work of the year, with special reference to reporting, (4) to discuss procedures to be followed in admitting other schools to the project, and (5) to consider plans for the future activities of the group and to consider ways in which the State Department and Syracuse University can be of greater help to the schools.

The schools participating in the measurement project reported definite progress during the three months' initial effort. The group will meet at least four times next year, and definite problems will be planned in advance for presentation. A number of other schools have asked for the privilege of participating in the measurement projects next year, suggesting the establishment of centers similar to the one at Syracuse.

A limited number of the minutes of this meeting are available through H. Harrison Clarke, Syracuse University, Syracuse, N.Y.

Summer Health and Physical Education Conference at Syracuse University

The second summer conference to consider topics of vital interest in health and physical education was conducted at Syracuse University on Thursday, July 20. The program, which was prepared in cooperation with the State Division of Health and Physical Education, had as its keynote the meeting of the individual health needs of the pupils in the schools. In the morning session, this problem was attacked by a superintendent of schools, Dr. D. J. Kelly of Binghamton, by a physician, Dr. Peter Irving, Secretary of the New York State Medical Society, and by a physical director, Dr. Frederick Rand Rogers of Boston University. Dr. Hiram A. Jones, Director, New York State Division of Health and Physical Education, acted as summarizer. Special interest sessions, conducted by State Department and University officials, were held in

the afternoon to discuss problems relative to the school health service, health teaching, dental hygiene, school nursing, physical education, recreation, and athletics.

A lively discussion on physical fitness testing and follow-up programs was had in the afternoon meeting of school physicians, conducted by Dr. Cyrus H. Maxwell, State Education Department, and participated in by Dr. L. M. Hickernell of Syracuse University, Dr. William E. Ayling of Syracuse, Dr. Burke of Schenectady, Dr. Rogers, Dr. Jones, and others. The general feeling of the meeting was that physical fitness testing could play an important part in school health programs. Dr. Hickernell announced that the Student Health Service and the Department of Physical Education at Syracuse University were planning a careful follow-up program of low fitness students, which would include the use of such supplementary tests as basal metabolisms, blood counts, electrocardiograms, x-rays, and others when advisable in individual cases, and which would include a careful check on the health habits of each student.

Ellis H. Champlin, Chief of the State Physical Education Bureau, in conducting the afternoon physical education discussion meeting, outlined the physical fitness projects now being carried on in some eight schools in New York State by Syracuse University in collaboration with the State Education Department. The participating schools are: North Syracuse, Sherrill, Solvay, Tully, Waterville, Camillus, Warners, and Whitesboro.

Perhaps the final statement by Dr. Jones in summarizing the conference expresses the opinion of many. "One of the things of tremendous importance which the P.F.I. has done is to challenge the thinking of not only physical education teachers but of health authorities and school administrators as well. It is easy to become satisfied with a program being conducted. It is worth while to examine that program occasionally to see if we are doing things that are really significant and fundamental to the educational growth of boys and girls."

News from the Therapeutics Section

Edith Lindsay

At the national convention of our Association in San Francisco in April, the Therapeutic Section held an important discussion meeting. "The purpose of the meeting" as announced by the chairman, Claire Colestock, Assistant Director of Physical Education of the Pasadena City Schools and National Chairman of the Section, was "to organize and formulate plans in order that therapeutics would be afforded a more vital place in the educational program." Certain of the individuals present had given some thought to the idea of a working Section and suggested that we organize on that basis for the coming year. After a stimulating discussion by the geographically representative group, the following tentative plans were formulated.

It was decided that a column in the JOURNAL would serve as one of the most efficient methods of getting acquainted with each other and with the work that is actually being done in all parts of the country. This new venture means that everyone must cooperate by reporting news items. One person cannot make the column a success. It is necessary that all the people interested in the work of this Section share the responsibility. Please send your first news items immediately to Edith Lindsay, 2120 Cowper Street, Palo Alto, California. The deadline for each issue is the tenth of the month.

Another plan of the Section is to make a directory of professional workers in the field of therapeutics. Please cooperate in this undertaking by sending your name, address, position, and whether you teach therapeutics full time or part time, to Miss Lindsay immediately. An attempt will be made to have this directory available for distribution at the Chicago meeting.

The Section also plans to submit articles in the therapeutic field to the JOURNAL for publication. Every member of the Section can assist in this project by sending in suggestions as to the type of article he feels to be desirable, and the subjects that he thinks should be covered. If you are doing any research or special work that might be of interest to the group, or if you know of any person who is doing so, please send this information when you send in your name and news items.

The officers elected at the San Francisco meeting were: chairman, Catherine Worthingham, Stanford University; secretary, Charles Giauque, George Williams College; chairman of publications, Edith Lindsay, Mills College. If the plans presented in this column interest you, or if you think there are other things the Section should undertake, please feel free to write any or all of the officers. They will be pleased to have your comments and suggestions and will make every effort to incorporate them into the plans for the year.

Southwest District ✣ ✣ Association News

President—Catherine Worthingham, Stanford University.
Vice-President—Dudley DeGroot, San Jose State College.
Secretary-Treasurer—Bernice Moss, State Department, Utah.

Opportunity for securing speakers for state meetings may be afforded this year by the Southwest District. This service is being considered under the present administration in an effort to meet the needs and satisfy the demands of individual state associations. Each state organization, under such a plan, would be entitled to select the speaker it wished to have.

* * *

As it is difficult to contact all members of this district every month in an effort to get news items, everyone is encouraged to send contributions whenever they have them. Such items may be sent to Margaret King, Roosevelt School, Salinas, California.

ARIZONA

Ina T. Gittings

Marguerite Chesney, Assistant Physical Education Director for Women at the University of Arizona, spent June and July in Mexico and Mexico City.

Mildred Samuelson, physical education instructor at the University of Arizona, was the only woman in Tucson to pass the new lifesaving tests offered by the National Red Cross representative.

Ina T. Gittings, head of women's physical education at the University of Arizona, attended the Biennial Meeting of College Directors at Stanford University, July 10-15.

CALIFORNIA

Margaret King

The Education Workshop of Mills College, Oakland, under the direction of Dr. Rosalind Cassidy, Director of the Summer School, centered around the topic of "Needs of Girls and Women in the Present Day World." Dr. Douglas Gordon Campbell, Dr. Lawrence Frank, and Constance Warren, President of Sarah Lawrence College, served respectively as psychologist, socialist, and educator in the morning seminar. Afternoon sessions were carried by Dr. Marion Brown of the University High School in Oakland, and Elsie May Smithies, author of *Case Studies of Normal Adolescent Girls* and assistant principal of the University of Chicago High School.

At the summer session of the University of California at Los Angeles, the subject of health education received special emphasis from two different sources. W. Harold Orion, Supervisor of Health Education for the State of California, gave a course on the materials and methods for teaching of health education in our secondary schools, and Dr. Bolt from Western Reserve University in Cleveland gave courses which related the work of public health nursing and public health problems to the teaching of health education.

Centering around a series of seminars conducted by Dr. Lawrence K. Frank of New York, the Biennial Conference of the National Association of the Directors of Physical Education for College Women convened at Stanford University, July 10-15.

Meeting with the National Directors was the Western Society of Departments of Physical Education for College Women. Officers elected to serve this organization for the ensuing year are: President, Elizabeth Kelley, Pomona College; Vice-President, Maud L. Knapp, Stanford University; Secretary-Treasurer, Dr. Eva M. Seen, Oregon State College.

An activity program in physical education for children was conducted on the Stanford campus this summer by members of the staff of the Women's Physical Education Department of Stanford University.

Health education was the main topic of discussion at the meeting of the Western Branch of the American Public Health Association in Oakland during a three-day session this summer.

The symposium, of which Professor Ira Hiscock of Yale University was general director, was divided into two sections.

Dr. Walter Brown, Stanford University, was chairman of the school health sessions. School health service was presented by Dr. Charles Shepard, Stanford University; school health instruction by Dr. Edna Bailey, University of California; physical education by W. H. Orion, Supervisor of Health Education for the State of California.

Adult education was under the direction of W. T. Higby, Executive Secretary of the California Tuberculosis Association.

Officers elected for the coming year are: President, Dr. F. D. Sucker, State Health Officer, Oregon; President-Elect, Dr. W. P. Shepard; Secretary, W. F. Higby, San Francisco; Treasurer, Dr. Guy P. Milberry, San Francisco.

The Western Branch met, for the first time in its history, in conjunction with the Sixth Pacific Science Conference. Hereafter there will be a public health section included in future Pacific Science Conferences.

Mills College reports the following activities and changes of the physical education staff: Marion Van Tuyl has been teaching dance at the University of Washington summer session. Irene Williamson and Edith Lindsay have been carrying on work for their doctorates in the summer quarter of Stanford University. Miss Lindsay is taking leave next year to complete her doctor's degree in the field of hygiene. Her place on the faculty will be taken by Lois Carrell from Oregon State College. Mrs. Hilda Clute Kozman from the Oakland Public Schools will serve as a part-time member of the staff, and Marie Nogues, who was part-time instructor last year, is returning as a full staff member.

Dr. Frederick W. Cozens, now the Dean of the College of Applied Arts at the University of California at Los Angeles, taught this summer at the University of Washington Summer School. The point of particular interest is that he conducted a discussion course on the workshop plan which brought out the constructive thinking of a large group on a few selected problems.

Among those who have received their doctorates this year are: Elizabeth Kelley, Stanford University, in education, and Anna Espenschade at the University of California. Louise Cobb of the University of California is working on her doctorate at Teachers College, Columbia University.

Margaret Swift resigned from the position of Physical Education Director at Fresno State College to become the bride of Dr. Richard Schottstaedt this summer.

NEW MEXICO

Nina B. Lamkin

The State Department of Public Health, in cooperation with the State Department of Education, now has 2500 questions and problems in writing from school administrators and teachers in the state. These represent the health problems in their communities at the present time and are the basis of services to the schools in helping them to build a state-wide guidance program in health education in relation to school, home, and community.

Several experimental centers have been developed this year where the school and public health personnel were especially interested in promoting certain phases of the program for healthful living. This work will continue and will become working laboratories which will be valuable in other like situations in the state.

The teacher-training institutions are making changes in the health education courses in order that they may more definitely coordinate with the practical field problems. Instructors in mental hygiene, methods of teaching, science, and health education courses are incorporating practical field problems into the courses. The field work for students will be increased this coming year.

Nina B. Lamkin, School Health Consultant, State Department of Public Health, attended the Western Branch Meeting of the American Public Health Association held in Oakland this summer.

UTAH

Bernice Moss

Officers of the Utah Health and Physical Education Association are busily engaged in planning the program for the annual meeting of the organization which is to be held in Salt Lake City, October 13 and 14. Several health and physical education sessions are being planned as a part of the convention program of the Utah Education Association. H. B. Hunsaker, President, is in general charge of arrangements. At the time of this meeting the annual bulletin, "How We Do It in Utah Schools," will be distributed.

Recent summer school sessions, both in and out of the state, attracted a large number of Utah physical education teachers. Outstanding in importance within the state was the session at the Utah State Agricultural College, where teachers had an opportunity to study with Dr. N. P. Neilson, National Executive Secretary, and with Dr. Charles G. Smith, National Boy Scout Executive.

The growth of summer recreation programs throughout the state has been most significant in the last few years. With cities, counties, school districts, and the W.P.A. recreation projects cooperating, programs have been conducted in cities and towns, villages and hamlets throughout the entire state. The caliber of these programs is becoming progressively better as leaders are better trained and more money is spent on facilities and equipment.

That physical education teaching is an excellent stepping-stone to matrimony seems proved by recent teacher turn-over in women's physical education in Utah. Approximately thirty vacancies were created by cupid, and in a state with a small population such a number represents one out of every five women teaching physical education in the state.

Kay Earl, physical education instructor in Salt Lake City and a graduate of the University of Utah, and Norda Finlinson, instructor at Afton, Wyoming, and a graduate of the Utah State Agricultural College, have accepted graduate fellowships in physical education at the University of Oregon.

News from the ❖ ❖ Dance Section

Margaret Jewell

Bennington School of the Dance has for the past six summers made perhaps the most newsworthy contributions to dance interest over the country, and the session of this summer in its western setting at Mills College, California, has proved no exception. At the final meeting of the School, Mary Jo Shelly, administrative director, announced that permanent headquarters would hereafter be established at Bennington College in Vermont. There will be set up a School of Dance, Drama, and Music—more definitely committed to the production of dance as theater than any previous Bennington plan. The session will be seven weeks in length to allow for an annual summer production by one of the four artists —Graham, Holm, Humphrey, or Weidman—who will be in residence but relieved of all teaching. Apprentice dancers will work with members of the artists' concert group as has been done in the past workshops.

Also in residence and directing an intensive major course will be another artist—while two will be officially "on leave." All four

techniques, however, will be represented by one of the artists or assistants.

This new setup will be directed by Martha Hill, whose vision and perseverance combined with Miss Shelly's have worked to bring about such stimulating progress. Arch Lauterer will continue to direct the stage work, and a much closer bond between all of the "performing arts" may be expected to develop from such an organization.

* * *

At the same meeting, Dr. Rosalind Cassidy of Mills College also made an announcement of striking portent. Mills hopes to build a dance summer session with the two-fold purpose of training and assisting teachers of dance and of offering the younger artists an opportunity to work and produce dance choregraphy of their own. This program cannot be considered solely a result of this year's western move of Bennington, because Mills has offered summer work in dance for many years, but it does present strong proof of a healthy dance growth throughout the country.

* * *

The Bennington Session this year numbered 169—dancers, musicians, and stage designers—from all parts of this country, as well as Canada, France, and England. Although no Festival was held, the customary program of student compositions augmented by technical demonstrations presented by each artist and major group brought the six-week program to a close. A week earlier, the four assistants, Ethel Butler, Louise Kloepper, Jose Limon, and Katherine Manning, had presented an exciting concert, featured by the initial showing of Mr. Limon's "Danzas Mexicanas," a powerful suite of five dances. Lloyd Shaw of the Cheyenne Mountain Schools brought three days of inimitable pleasure with his leading of American Country Dances, and John Cage, Franziska Boas, and William Russell directed an interesting concert of Modern American percussion music.

Perhaps the most excitement of the season, however, was caused by the filming of a documentary picture under the direction of Ralph Jester. "Young America Dances" will be released by American Pictures, Inc., in Paramount theaters some time in October—the product of four thrilling days of being on location at Bennington School of the Dance, Mills College, under the direction of an extremely able friend and mediator of dance.

* * *

Study groups were at work all summer on the study project of the National Section on Dance of the A.A.H.P.E.R. Organized to work on a basic philosophy or platform of belief and practice, they met in such far-flung parts of the country as Louisiana State University, Northwestern, the University of California at Los Angeles, Wisconsin, Indiana University, the Universities of Tennessee and Texas, Bennington at Mills College, and the Summer Workshop of the Modern Dance Group of Minneapolis. Since all reports are not yet in, a more complete resume of their work will be given in the next issue.

* * *

A new summer dance session made its appearance this year at Camp Donworthy in Minnesota and was well attended by dance educators and dancers from the midwest. Horatio Owens is the director; Gertrude Lippincott, associate; Doris Humphrey, guest instructor, assisted by Harriette Ann Grey, and Lionel Nowak, pianist.

* * *

Because of the early publication of the June issue of the JOURNAL, a great deal of most interesting news from all over the country was too late to make the deadline. Stephens College, where Marjorie Muehl is replacing Mary Standring Adair, reported an extremely busy and profitable year. The Dance Guild at Louisiana State University sent word of a short tour in addition to campus activities. Iowa State College gave "Stars Over Veishea," an outdoor program collaborated in by the Student Committee and the Departments of Music and Physical Education for Women, which was attended by about seven thousand people. George Washington University was hostess to a dance symposium emphasizing composition and participated in by seven schools. Indiana University, Purdue, Massachusetts State, Radcliffe, Lassell Junior College, Wellesley, and Connecticut College all reported stimulating evidence of dance progress. We are most appreciative of the cooperation of all the people who have contributed to the Column during the year passed, and are sorry only when all that comes in cannot be included.

* * *

All district dance directories have been completed by now and you are urged to write to your district Chairman, enclosing twenty-five cents for a copy. They prove invaluable in compiling mailing lists, checking addresses, locating old friends and new acquaintances, and also serve in some measure as an index to dance activity in your region. They are accurate in so far as possible, but we hope to have your aid in keeping them so.

* * *

Another project in which the National Dance Section hopes to solicit the cooperation of all its members is that of compiling a Film Library. It is hoped that all having dance films will get in touch with the Film Committee Chairman through Lucile Czar-

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nowski, in order that available films may be reviewed and copies be made of those chosen as best serving the needs of the Film Library. A record or catalog of films can then be made giving the price, location, and contents of each. An attempt to set a fair rental price will be made and the Library will have two copies made of each film it owns—one for rental, one to become part of an historical collection. Many readers of this column have done pioneer work in dance films. Will you please help out on this project too!

Southern District Association News

President—Dr. Anne S. Duggan, Texas State College for Women, Denton.
President-Elect—Len T. Sherrill, Louisiana State University.
Vice-President—Mrs. Helen Corrubia, Tulsa Public Schools.
Treasurer—M. E. Potter, University of Kentucky.
Secretary—Jess W. Hair, State Department of Education, La.

ALABAMA

Ethel J. Saxman

Edythe Saylor of Alabama College spent the summer taking a cruise through the Gulf of Mexico, Hawaii, British Columbia, and Alaska.

Jessie R. Garrison, State Director of Physical Education, spent the summer on a South American cruise.

Evelyn Triplett of Denton, Texas, and Lucille Wyman of Bristol, Tennessee, have been added to the staff of the Department of Physical Education for Women at the University of Alabama.

Minnie Sellers, President of the Alabama Physical Education Association, has been granted a leave of absence from the State Teachers College at Jacksonville to serve as technical adviser for the recreational project of the Works Progress Administration in Alabama.

FLORIDA

Joe Hall

During six weeks of the past summer, twenty-seven of Florida's physical education teachers assembled at the University of Florida. Using the workshop procedure, they prepared a state course of study in physical education, and made adaptations to their own programs. The course should be available about October 1.

Dr. E. Benton Salt of the University of Florida and Joe Hall, Consultant in Health and Physical Education for Florida, were the directors of the workshop. Prominent members of the Florida Education Association, Department of Health, Physical Education, and Recreation, were participants.

Significant also are the new courses in physical education which are now required of all elementary teachers. All in all, the summer in Florida has proved most profitable in giving definite aids which help teachers to improve the experiences afforded boys and girls in the school program.

KENTUCKY

Arnold Winkenhofer

Robert Korsgaard, graduate of the University of Illinois, has been appointed instructor in physical education and supervisor of intramural sports for the 1939-40 school year at the University of Kentucky. Mr. Korsgaard takes the place of Professor C. W. Hackensmith, who is on sabbatical leave to do graduate work at the Ohio State University.

Mrs. Stella Gilb has been appointed instructor in physical education at the University of Kentucky Training School for the 1939-1940 school year to replace Evelyn Coleman, who will be on leave of absence doing graduate work at Columbia University.

The following persons served as teachers in the physical education department at the University of Kentucky during the past summer session: Charles Baril, Minelle Beuther, Wayne Campbell, Thomas Crouse, Ted Hornback, M. G. Karsner, Wilda Knight, Robert Knight, Ralph McRight, Helen Robbins, and Eloise Keener.

Murray State Teachers College, Murray, Kentucky, conducts an extensive recreational program consisting of swimming, archery, tennis, softball, bowling, and table tennis.

Nick Denes has been appointed as teacher in the College High Training School and freshman football coach at Western Kentucky State Teachers College.

LOUISIANA

Jess W. Hair

The Southern District Convention will be held in Birmingham, Alabama in the Spring of 1940. Jessie R. Garrison will serve as Convention Manager, with headquarters in the Tutwiler Hotel.

Al Spaht, formerly of the University of Kansas City, has been employed as head coach at Bunkie, Louisiana.

Miriam Callender has been added to the health and physical education staff at Southwest Center of L. S. U. in Lake Charles.

Dr. C. C. Stroud has recently resigned as Head of the Department of Health and Physical Education at Louisiana State Normal College after nineteen years of service. Previous to this time he served a number of years at Louisiana State University. He was succeeded by Guy Nesom.

NORTH CAROLINA

Charles E. Spencer

Dr. Walter Wilkins, M.D., Ph.D., formerly of Vanderbilt University Medical School, has accepted a position as Coordinator of School Health Service in North Carolina.

The University of North Carolina reports that all 1939 graduates with majors in health and physical education have been placed for the coming year. The Department had its largest enrollment in summer school this year, with a large percentage of those enrolled doing graduate work.

Appalachian State Teachers College, Boone, North Carolina, also reports a large summer school enrollment in the department of physical education.

Classes in safety education and driver training were conducted in the summer schools at East Carolina Teachers College, Greenville; North Carolina State College, Raleigh; and the Woman's College of the University of North Carolina, Greensboro.

TEXAS

Hazel A. Richardson

Visiting staff members at North Texas State Teachers College for the 1939 summer session included Dr. H. L. MacCurdy, Gilbert Hermance, Frances Wayman, Elizabeth Burtner, Isabel Sheehan, and Francis Stroup.

Visiting instructors at Texas University this summer included Dr. James Houloose, John Lawther, Mabel Lee, Dr. R. M. Muirhead, Gatewood Newberry, James R. Garrison, Margaret Cunningham, Dr. Harold Wood, John L. Keel, and Beulah Drom.

Alice H. Miller of the University of Texas taught health education at the University of Florida during the summer session.

Doris Peterson, Texas State College for Women, taught this summer at Teachers College, Columbia University.

Lucille Norton, former head of the department at East Carolina Teachers College, Greenville, North Carolina, has been added to the physical education staff at Stephen F. Austin State Teachers College at Nacogdoches, Texas.

Betty Ostlund will teach at Texas State College for Women this coming year. She has been teaching at Florida State College for Women during this past summer session.

VIRGINIA

Lawrence T. Ludwig

Virginia has lost a loyal supporter in the person of Otis Douglas, formerly of William and Mary College, who will be located at Akron University, Akron, Ohio, next year.

Three courses in physical education were offered during the first term of the summer session at the University of Virginia. These courses covered the organization and administration of physical education, and the teaching of principles and activities in physical education for elementary and for secondary schools. Next summer it is hoped the University will be able to offer additional courses for those students interested in this field.

It May Interest You to Know---

A RECREATION and Leisure-Time Convention is to be held in Melbourne, Australia, October 23-27. Members of the A.A.H.P.E.R. are cordially invited to attend.

* * *

DR. NINA B. LAMKIN of the New Mexico Department of Public Health has issued an excellent pamphlet on "Healthful School Living through the School Day and in Home and Community," based on questions and problems submitted by New Mexico teachers and school administrators.

* * *

THE American School Health Association will meet with the American Public Health Association at Pittsburgh, October 16–20. Following are the highlights being planned for this meeting.

On Monday afternoon (October 16), discussion will be offered by Mellie F. Palmer, R.N., on administrative organization of the school health program; by J. Louis Neff on the cooperation by organized medicine; and by Dr. Horton Casparis on mental health. Speakers for Monday evening from the school physician group are Dr. B. B. Bagby, Dr. Fredrika Moore, Dr. Helen A. Carey, and Dr. J. F. Rogers.

On Tuesday afternoon joint meetings will be held with the Food and Nutrition Section and the Child Hygiene Section on School Nutrition Problems at which many significant developments in new medical methods in the appraisal of nutritional status will be discussed. Speakers on this program are Dr. William Schmidt, Dr. C. C. Wilson, Dr. George M. Wheatley, Lynda M. Weber, and Dr. C. C. Hudson.

During the three remaining days of the conference, a variety of topics will be considered in various meetings. Lack of space prevents giving details here, but those of our readers who are interested will find a more complete summary in the *Journal of School Health* for September. The October issue of this publication will contain the complete program.

* * *

THE Twenty-Fourth National Recreation Congress will be held in Boston, October 9-13, 1939.

* * *

THE Public Affairs Committee, Incorporated, publishes a series of pamphlets on matters of public interest. Four of these pamphlets are on questions of public health: *Who Can Afford Health?* by Beulah Amidon; *Behind the Syphilis Campaign* by Philip Broughton; *Doctors, Dollars, and Disease* by William T. Foster, and *Towards a Healthy America* by Paul De Kruif.

* * *

THE Hanya Holm Studio will open its regular session on September 25 with courses for professionals, teachers, laymen, and children. There will also be special classes for men this season. In addition to lecture courses to be announced later, classes will be offered in dance technique, theory, improvisation, composition for solo and group, pedagogy and dance notation, and percussion accompaniment and composition.

* * *

THE major department class in Tests and Measurements at Temple University, Philadelphia, Pennsylvania, compiled a mimeographed manual of Sport Technique Tests as a class project. Most of the published tests have been gathered into this reference manual.

* * *

THE Postal Mutual Indemnity Company of Dallas, Texas, is making available an athletic group policy. To new policy holders in an effort to reduce accidents, the company is sending the book by Lloyd, Eastwood, and Deaver, *Safety in Athletics*.

* * *

THE Division of Social Research of the Works Progress Administration has recently made available a publication, "Rural Youth, Their Situation and Prospects." It is a "comprehensive

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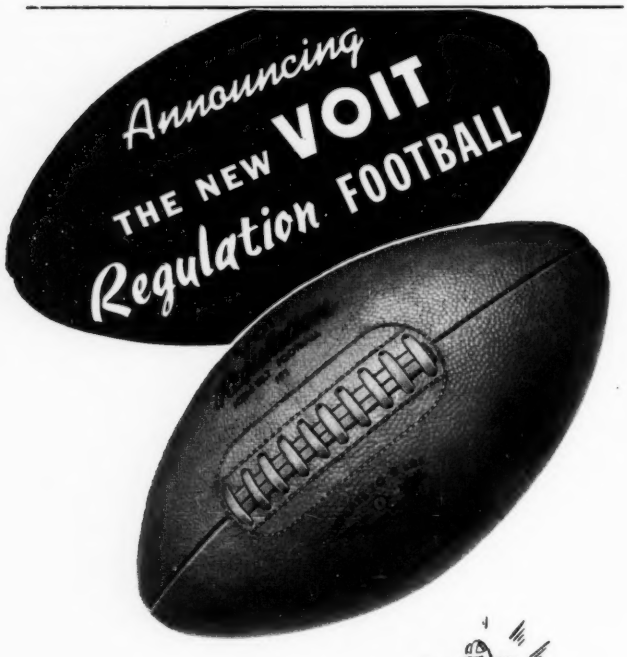

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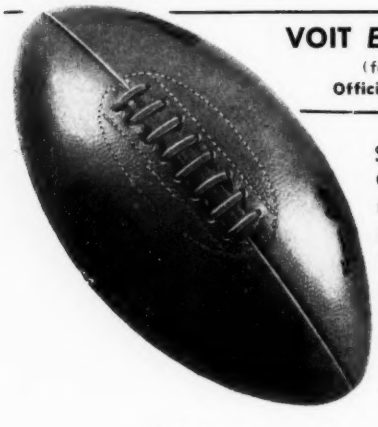

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survey of the field studies and general literature dealing with rural youth."

* * *

SPEEDY and sanitary hand washing is the service offered by "Showerway," a new device shown to School Administrators at the recent meeting in Cleveland. The machine is a single unit, about the size of a small refrigerator, and holds six gallons of water which is released as desired through the showerhead by the operation of a foot pedal. Liquid soap is released through a plunger. The supply of heated water is automatic in models which would be used in cities, but other models are available for use where there is no running water or electricity. Complete descriptive catalogs will be sent by the manufacturers, Lyon Metal Products, Aurora, Ill.

* * *

SUCTION power strong enough to empty a two-gallon pail of water in fifteen seconds is supplied by the Hild Vacuum Machine, a device equally adaptable to dry pick-up work. A complete "Shower-Feed System of Floor Maintenance," worthy of the attention of physical directors responsible for the care of large floor surfaces, has been developed by the Hild Floor Machine Company, 1313 West Randolph Street, Chicago.

Coeducational Recreation

(*Continued from page 396*)

extra game. A qualifying round was used in bowling with a second round for all teams qualifying. The winning team was determined by cumulative score. Use of these charts necessitated teaching the reading of three types of tournament play. This was an educational factor in itself. All tournaments played to final winners for each noon hour with the winners playing for the championship of the school.

ABOUT the first week of the experiment, we realized that we must use student officials. Volunteer officials were constantly at hand, but we were faced with the problem of providing score sheets that would be impossible to misinterpret and which would be easy to use. In bowling we used standard type sheets but we bowled only five frames. In basket endball, high team score won. This was not difficult to handle as the students were familiar with the official duties of this game. A sample of the score sheet used for paddle tennis is given below.

NOON HOUR PADDLE TENNIS—OFFICIAL SCORE SHEET

Date ..... Name of Scorer .....

Names of Players

Left Court	Right Court
1.	1.
2.	2.

Score .....

Left Court	Right Court
15	15 .....
30	30 .....
40	40 .....
Game	Game .....
Adv. in	Adv. in .....
Adv. out	Adv. out .....
Game	Game .....

Similar sheets, but with details changed, were used for aerial tennis, five man tenikoit, and volleyball. These score sheets were mimeographed in our commercial department.

With the exception of paddle tennis, all equipment was furnished out of our regular physical education supplies.

We used sponge rubber balls, and paddles made by our cabinet-making department according to the official guide.

There were a number of students who enjoyed the quiet of the cafeteria after lunch. For their benefit, table games were on hand. Checkers and Chinese checkers proved the most popular, with anagrams running a close third.

Publicity as to high points in tournament play was given to the student body in the student newspaper. Finalists were always given an article. The only other publicity accorded the experiment was a finals match in aerial tennis played one night at Open House. The purpose and plan of our noon hour was explained to the parents present on this occasion.

DID the students enjoy it? The total number of individual participants for the year was 501 out of a possible 800. The total number participating in all activities for the year was 1256. Of course, this number includes the faithful who participate in every activity throughout the year, but the 501 is an actual count of individual activity.

What did we gain educationally? In order for this to be a success, it was necessary for every department in the school to cooperate both in comments to the student body, assistance with needed materials and equipment, and in upholding the standards and morale of the undertaking. For the students, it meant, first, joy; second, ease in playing together before an audience, and acquisition of skills and participation in activities that could be used in afterschool life. Many girls realized, for the first time, that they must stick and play to the end to be successful. The boys became more aware of the courtesies of the game. These students knew, by the end of the year, the importance of fair and accurate officiating. They knew all the problems of checking and taking care of equipment because they did all of this. They knew that work is necessary for play because they helped make all arrangements and they had the grand experience of wholesome recreation with the opposite sex under supervised conditions. No one member of any faculty could bring this to pass. The writer of this article wishes to state that the success of this experiment was due to the support of the principal and the entire faculty, and to the spirit of helpfulness and eagerness to enter all doors of opportunity present in the hearts and minds of our students. »«

What Beverage Shall We Serve?

(Continued from Page 377)

the price was so much less than that of bottled milk that more could afford to buy it. To the price of evaporated milk must be added the cost of paper cups in which to serve it.

THE last group of beverages to consider is the fruit juices. The chief nutritive element in fresh or canned (untreated) orange juice, grapefruit juice, pineapple juice, and tomato juice is vitamin C. It is essential for

Be all set to GO with Gym suits that will give your students full freedom to enjoy the game. You will like the appearance of your class when the suits are all of one color. This is possible only when ordering all your suits from one source.

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the child to have this daily. However, since vitamin C cannot be stored in the body, extra amounts are wasted. In other words, if the child is drinking any one of the above in sufficient amount at home, he does not need it at school. Presumably, many children are not obtaining a sufficient amount of this vitamin at home and in some instances, after a careful study has been made, it might be desirable to offer these. Judged by the vitamin C content, the juices are listed in rank order of value.

1. Orange juice and grapefruit juice.
2. Tomato juice (about two-thirds as valuable as the citrus fruits).
3. Pineapple juice.

Within the limitations stated in this paragraph, all of the above meet our criteria.

Prune juice provides vitamin B, but because of its laxative quality should be offered only very infrequently.[18] Grape juice can be classified in the category of orangeade. It has very little nutritional value.

Conclusions

Recommended Beverages in Rank Order.—

1. Milk.

a) Grade B is recommended for average public schools.

b) Evaporated is recommended for schools in underprivileged neighborhoods.

c) Grade A may be served in private schools and in public schools in privileged neighborhoods.

2. Orange juice and grapefruit juice.
3. Tomato juice.
4. Pineapple juice.

} If survey shows the need of greater vitamin C intake, and provided that milk also is served.

Not Recommended.—

1. Chocolate drink.
2. Orangeade.
3. Grape juice and similar soft drinks.
4. Prune juice (may be served occasionally).

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[18] Conversation with school physician, Dr. William B. Nevius, East Orange, New Jersey.

Sharpening the Focus

(*Continued from page 379*)

that food and rest may be needed instead of exercise and exhortation. We brand a child a dullard until the oculist explains retarded reading from inability to see.

Thus, we are at once entranced and confused by this light of our new knowledge. It is in effect a magnification of the child as with a microscope, showing the details of his composition and working parts. We explore the enlarged illuminated area with wonder and but partial comprehension.

OUR need is for a lens which will restore the child to a total functioning organism. It is not necessary, or in fact possible, for us to stop looking through the microscope. We shall never see the child in the same light as we saw him before. Thank education for that! This new lens will sharpen the focus of our minds on a new child, one whose functions and development are understood, whose actions are no longer mysterious, whose needs are known and met, who is helped rather than hindered, and who has better assurance than ever before of attaining his maximum functions in life.

Of what stuff is this lens to be made? It would seem probable that it would be composed of certain sterling components that have always had first claim on the child:

1. The parents, because the child is primarily their responsibility.

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2. The school teachers, because education is compulsory and the child spends more time with teachers than anyone else except the parents.

3. The school administrator, because he is responsible for the teacher.

4. The family physician, because he is most familiar with the child's physical and mental complexities and is the gateway to any of the medical specialties which may be needed.

5. Finally, the health officer, including his staff of nurses, physicians, and technicians. He is directly concerned with the things the child or his parents fail to think and do about their health because they impose the enormous burden of preventable illness and premature death upon the nation.

The new lens should be composed of at least these five ingredients. It should be annealed in the warmth of teamwork among those who feel its need most urgently, the health educator, physical educator, recreation director, school nurse, school physician, nutritionist, and others. And finally, it should be polished continuously, so as to be kept bright and valuable, by a generous spirit of cooperation on the part of all concerned, a willingness on the part of each specialist to help the other with any knowledge he may contribute and to help with its application, a wholesome respect for each other's problems and ability, a tolerance for each other's shortcomings, a willingness to share the path with others in the interests of the whole child. »«

Education for Hard of Hearing

(*Continued from page 395*)

toward the hard of hearing, and in the hard-of-hearing child's own outlook on life.

ANYONE who has followed this discussion this far will not wish to push the hard of hearing out of regular school into a segregated class or school. A place can be made in a normal environment where he can rub off the objectionable edges of his personality in contact with normal children. Provision can be made for teaching him the tools and skills he needs to compensate for his hearing loss. Certainly these children need opportunity to learn to live, work, and play in the world they will live in when they are men and women. A champion swimmer cannot be trained on a piano stool. He can learn the strokes and develop the muscles, but he will not be prepared to swim in water. Neither can a hard-of-hearing child be prepared for living with normals in the artificial, over-protective atmosphere of a segregated class.

Schools which have carried out the conservation of hearing program along these lines for several years report gratifying results. The percentage of children who are hard of hearing has been steadily and surely reduced. The children who are hard of hearing are in most cases less severely so than they formerly were. The program does work then as a preventive health measure.

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Hard-of-hearing children who have been kept in close contact with normal children and who have received continuous lip-reading lessons and other aids, are better adjusted socially than they were under the old segregation plan. Their vocabularies are better, their voice and speech habits more nearly normal. Because their whole school program has been carefully planned to prepare them for life, they have been well trained vocationally to do work in which hearing impairment does not handicap them. They have been taught to recognize the reality of their handicap and not to hide behind it. They will not be social and economic misfits constantly requiring state and social agency help in maintaining a place in the world.

Parents like this program for it permits the child to stay at home. It does not cost them anything directly or additionally as schools for the deaf most frequently do. Yet the children are given definite and adequate general education, compensatory aids, and vocational training which prepares them in a natural environment for life work.

FINALLY, and of great interest to budget makers and taxpayers alike, this type of education costs less in sheer dollars and cents. One large school system in New York operates on the plan suggested for $3,200 per year. In addition to providing prevention service for 9,000 pupils, it provides lip reading, speech training, and tutorial help for its hard-of-hearing pupils at $.35 per capita. This, of course, does not include actual medical care of ear disorders, which is figured in family and welfare budgets. Medical care is not a function of the school. This cost is figured on the basis of the whole school enrollment because the program serves that vast number. In this same system the cost figured for the hard-of-hearing children (53 pupils) only who benefit by all phases of the work is $53.18 for each hard-of-hearing child. These same children educated in special schools or segregated classes would cost the state from $300 to $700 per child for tuition and board only. The state would also have to appropriate additional monies for buildings, etc. In the interests of economy alone, school administrators should be challenged to experiment with individualized, non-segregated instruction of hard-of-hearing children.

The program is in its infancy. The Department of Lip Reading of the National Education Association, the American Society for the Hard of Hearing, the Committee on Prevention and Amelioration of Deafness of the American Medical Association, the Academy of Ophthalmology and Otolaryngology, and your State Education Departments are all keenly interested in the problem. Both research and experimentation are necessary. Case finding devices, techniques of testing, methods of teaching, training of teachers are all in need of study. Nevertheless we offer the program to you hopefully and with confidence. When you have defined, identified, and provided for hard-of-hearing children in your regular school curriculum, you will be one step nearer your goal of providing equal educational opportunity for all children. »«

Interscholastic Athletic Standards for Boys

(*Continued from page 374*)

dents below the tenth grade would permit the department to place more emphasis on the students who are in greatest need of this type of program.

It is generally agreed that school authorities are placing too much emphasis on developing first teams. If this be true, one good way to minimize such emphasis is to develop no first team below the high school level.

23. Should girls' athletic teams be allowed a place in the boys' interscholastic program?

Present Practice.—81 per cent say "No."

The Trend.—Is toward eliminating from the physical education program all interschool athletic competition for girls.

Recommendation.—It is recommended that girls' contests should occupy no place in the interscholastic athletic program for boys.

Comment.—The question might have been stated, "Should there be interschool competition for girls?" However, because this study deals primarily with boys it was felt that the question should be related to the boys' program. Girls' contests in those schools where they are permitted are frequently played as a preliminary to the boys' contests.

It is fair to assume that the 81 per cent replying "No" are opposed to permitting interschool contests for girls. These contests for girls are generally confined to basketball.

The National Women's Athletic Federation is strongly opposed to interschool or intercollegiate athletic contests for girls. »«

Uniform and Laundry Costs

(*Continued from page 404*)

which is equipped with a hasp in which a combination lock may be used to lock the door. The rear of the locker is open so that baskets may be removed by the custodian from the inside, but has a metal strip (drop-flag) suspended from the top of the locker at the rear. This flag, or marker, swings on a hinge at the rear of the locker and is used by the attendant to ascertain when the basket has been removed by the student. After replenishing the basket with clean clothing, the attendant pushes the basket into the rear of the locker, the marker being pushed into the locker by the basket. The marker lies on top of the clothing in the basket until the basket is removed from the front of the locker by the student, when the marker drops back to a vertical position. Thus the attendant is able to tell at a glance which baskets have been removed since he last inspected them. Sliding screens are placed at the rear of the lockers to prevent students from reaching an arm through their locker and securing equipment from the rear of an adjoining locker. These screens are suspended on a track and can be easily

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rolled up and down by the attendant as he works from one end of the row to another changing equipment. Screens would not be necessary if box-lockers were sufficiently deep to make it impossible for students to reach through their own locker into the rear of an adjoining one. A screen covers the top of the aisles closing the space inside the rows of lockers from the main locker. Entrance to the rear of lockers is gained through the stock room.

Actual Costs

Since the system has been in operation an accurate record of equipment and laundry costs has been kept. All soiled equipment is laundered at a local commercial laundry at a flat rate of 4 cents per pound. Towels are laundered each time they are used, all other items of equipment are changed as soon as any indication of soil is discernible by the attendant, particular care being exercised in the attention given to socks and supporters. Laundry costs for the six years the system has been in operation are as follows, beginning in 1932-33 and continuing through 1937-38: $554.66, $608.68, $723.20, $650.13, $590.27, and $716.94. During these same years the number of students using the facilities ran as follows: 413, 566, 697, 668, 669, and 670, making the cost per student, per year, for laundry as follows: $1.34, $1.09, $1.04, $0.97, $0.88 and $1.07. Expenditures for uniform equipment during this period were as follows: $1957.44, $1515.16, $1428.51, $255.46, $186.15, and $900.90 (expenditures for 1937-38 includes cost of a new set of towels of a heavier make than those which had been in use previously) making the cost per student for both equipment and laundry as follows: $6.06, $3.75, $3.08, $1.35, $1.16 and $2.41. In 1932, the total expenditure per student for equipment and laundry amounted to $6.06, but in 1935 this figure had dropped to $1.35. With equipment stocks complete, the only expenditures for equipment will be for replacement on articles which have been worn out or lost, and it is reasonable to assume that future costs will average around $1.50 per student, per year, for equipment and laundry of same. This figure could probably be reduced somewhat if the institution maintained its own laundry facilities. Cost figures indicated here cover equipment and laundry only; no attempt is made to allocate salaries of staff members, custodian, etc., who aid in the administration of this phase of the program.

Conclusions

1. Box-lockers and baskets may aid in solving the locker problem, where locker-room space is limited.
2. Institutions which use a basket system should also assume the responsibility for laundry of equipment.
3. According to records available at De Pauw University, the cost per student, for equipment and laundry of same, should range from $1.25 to $1.75 per year, after equipment is fully stocked.
4. The desirable hygienic features associated with clean physical education uniforms should be sufficient to justify educational institutions in assuming the responsibility for providing this service to all students. »«

Alice in Waterland

(*Continued from page 383*)

ALICE: Oh, you . . . you keep quiet or I shall be furious!

MAD HATTER: If you go to sleep, how do you know who is best?

KING: Less noise over there. You're wasting time. Well, well, let's have the next.

MAD HATTER: The mermaids, your Majesty.

KING: All right, mermaids!

(Formation IV and again the dormouse goes to sleep. The same procedure is carried on—only this time the dormouse decides.)

DORMOUSE: The mermaids have won! The mermaids have won!

ALICE (*furious*): Oh, if you don't keep quiet, I shall do something—something desperate!

KING: Quiet over there. Do you want to be beheaded? Yes, beheaded. *(They shrink back frightened.* "Oh, no, your Majesty.") Well, be quiet then. While the judges are making their decision, you mermaids and nymphs may amuse yourselves in the water.

(Some dive, others do tangent swimming, and the rest contribute stunts. During this time, the Frog and the Mad Hatter are having a terrific struggle over their decision and the dormouse just sleeps. The King rises, stands, and raises his hands for silence.)

KING: Well, Judges, who has won? Come on, don't be slow. You've had plenty of time. Give us your decision, Mr. Frog.

FROG (*thoughtfully*): The sea nymphs.

KING: Mad Hatter?

MAD HATTER (*decisively*): The mermaids!

KING: Mmm, it's a tie. It's up to the dormouse.

(He has been sleeping and it takes Alice, Frog, and the Mad Hatter to wake him. He stands up, looks around and takes in the situation, and then with a sudden grin, "They have all won!" The whole group begins to jabber and Alice, suddenly furious, grabs him and begins to shake him vigorously.)

ALICE: Oh, you . . . you spoil everything! I told you . . . I—I'm going to shake you until you turn into . . . into a kitten. *(Lights off.)*

Epilogue

(Spot rises on Alice, who is sitting in her original position, shaking her kitten. She suddenly wakes up and looks at Dinah with astonishment, looks up, and then around and back at Dinah.)

ALICE: Curiouser and curiouser! *(Hugs Dinah. Lights out.)*

Formation I. Water Lilies

(shallow water)

1. Circle swimming sidestroke quietly.
2. Circle, stoop with only heads showing: 4 counts, close circle; 8 counts, open to back flat and kick gently; repeat; 2 counts, stand; 2 counts, turn; 4 counts, face float out; 2 counts, stand; 2 counts, turn; 4 counts, face float in.
3. Repeat.
4. Swim zig-zag around four stationary girls.
5. Face float across 8 counts. Face float back 8 counts.
6. Repeat 5.

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Formation II. Mermaids and Sea Nymphs

1. Mermaids and Sea Nymphs are lined up on opposite sides of the pool. Two meet and swim down the center of the pool, turn and swim separately on their respective sides, back into first position.

2. Two meet, cross each other in the center and swim back on opposite side of the pool.

3. Each side swims to the opposite side of the pool.

4. Swim back to respective sides.

5. Begin crossing again, mermaids surface dive at center to the side.

6. Cross again; this time the sea nymphs surface dive.

Formation III. Sea Nymphs

1. 32 counts to swim out. 8 counts for formation.

2. 16 counts, wheel revolves.

3. 4 counts, face float to center; 8 counts, back float out; 8 counts, scull; 4 counts, face float center; 4 counts, jelly fish; 8 counts, back float out; 8 counts, spinning turns; 8 counts, surface dive; 8 counts, back float; 4 counts, roll over on face float. 4. Swim off in circle.

Formation IV. Mermaids

1. 32 counts to form circle.

2. Circle, 8 counts. Fountain (flutter kick) 8 counts.

3. Hands joined and face float in, 4 counts. Back float out, 8 counts. Release, roll over, and face float out, 4 counts. Swim in circle, 16 counts.

4. Into formation, 1 count. Revolve, 16 counts. Surface dive: 4 counts to get feet under; 2 counts to turn; 2 counts to dive.

Pupil Financed Health Service

(*Continued from page 399*)

too much of the dentist's time, providing enough instruments were on hand. And with the health education staff in charge of examination arrangements and recordings, the dentists should be able, in four 3-hour visitations to the school, to give examinations, suitable in all respects for the purpose they are to serve, to the 1,000 pupils entitled to them each semester.

In the remaining fourteen periods of service, each dentist will be able to give approximately one hundred seventy-five 15-minute treatments a term, or an approximate total of three hundred fifty treatments. The number of treatments that will be available to each child depends, of course, on the total number of students requiring treatment, and a fairly reliable prediction is possible there.

On the basis of independent research conducted by the author, it has been determined that in better class public high schools, one student in every three will need dental care, and in schools drawing children from poorer neighborhoods the ratio might even be as high as one in every two. Assuming that our hypothetical school is composed of the latter type of student, approximately five hundred of the thousand pupils examined will require dental treatment. Of that number, at least two hundred will be disqualified from treatment because under the terms of the plan, they will be financially capable of paying the fees of a private dentist. That leaves three hundred fifty periods of dental treatment for three hundred students, or approximately 17 minutes of treatment for each student.

While there might be some question whether the maximum dental treatment offered in the plan could be given in the 17 minutes, the time allotment nevertheless is sufficient in length to permit good quality work. The entire problem of what quality of work can be expected from the dentists resolves itself down to the competency, ethics, and character of the dentist himself, and there is no reason to believe that the dentist who might be employed to serve under this plan would be anything but competent, honorable, and conscientious in his work.

Securing Personnel

Schools interested in experimenting with a health service plan financed by pupils should have no difficulty whatsoever in getting first-rate doctors, dentists, and optometrists to offer their services. It has been the experience of the author that individual doctors, dentists, and optometrists will respond with alacrity and enthusiasm to give their services and time to the needy and underprivileged in the schools when called upon.

Not the least effective way to secure personnel might be through the Parent-Teachers Association of a school. This body might rotate by assignment such doctors, dentists, and optometrists who are members and who have indicated a desire to cooperate by offering their services under this plan.

Conclusion

In viewing the plan from a total perspective, there are many considerations which might be cleared up by further amplification.

Obviously the plan as presented makes no false claims of offering a utopia in health services. The scope and nature of the examinations and treatment outlined here might even be considered meager. But one should proceed with caution before dismissing lightly its possibilities for extension. The services represent only the minimum beginnings that are feasible under the financial setup. Just the mere act of arbitrarily setting the membership fee at $.50 a term or $1 a year would enable the school to increase the weekly visitations of the doctors to daily visitations, and four dentists instead of two could be employed to give a more extended service than previously described.

It is also possible that the original services might prove more than adequate after the plan has been in operation for some time. At first, on account of the failure of the elementary and high schools to provide means of treatment in their health programs, the number of defects requiring corrective treatment would appear way beyond the accommodative capacity of the service. But in time, by its piecemeal method of correction, the service will reduce, and gain control over the incidence of defects requiring corrective treatment. When that is accomplished the service will have ample opportunity to develop and expand along preventive lines, that is, to detect and treat early incipient remediable defects before they have a chance to grow worse.

To illustrate the point, let us assume that a pupil being examined for the first time on coming up from

elementary school was found to have five bad teeth. Under the maximum specifications of the plan, if time permits, the dentist may treat three of these. The remaining two will be treated a year hence. The subsequent treatment which will be given this boy may take care of the two residual and an incipient cavity which might have made its appearance in the interim. This illustration is given to show that any health service which includes treatment will, in time, become preventive in function.

At present, the community is confronted with the monumental task of providing adequate medical and dental care to the underprivileged and needy. The school, no longer a thing apart from the community in which it exists, must function in common with the community to ameliorate this problem. Under the proposed plan of preventive health service, the school will care for that fraction of the population which comprises the student body, thus eliminating the underprivileged of this group from seeking treatment of the overtaxed public health facilities.

Furthermore, this plan would enable the school to obtain a closer jurisdiction over the health of its pupils, an important consideration if the school is to function effectively in eliminating poor health as a factor contributing toward the incidence of maladjustments, delinquency, and crime. »«

Where Do the States Come in?

(*Continued from page 391*)

a start, the following general concepts are offered.

The *national association* is an impersonal agency concerned with mass activity. It sets general standards and dictates general policies. It acts as a clearing-house of information through its publications and field service. Its general aim consists of professional stimulation and promotion.

The *sections* exist only in skeletal form, and their activity is limited to an annual convention. The convention is a device for bringing together nearby states for purposes of discussion, education, stimulation, and contact.

The *states* are working units, concerned with actual field problems and teaching situations. They seek to translate national policies into local practice. The state steps in between the personal relationships of the community, and the professional objectivity of national planning. The state is a geographical division, small enough to have unity and large enough to have a broad viewpoint.

When laws concerning physical and health education are at stake, it is the state association that must and can function. Thus in legislative matters concerning the entire profession, the state association is the important unit. It may step in with its large vote-casting membership, to support or oppose certain individual state policies, where the national or sectional groups could do nothing but lend moral support.

If these general premises are accepted, three immediate problems are evident: finances, conventions, and programs.

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Logically the national organization should assist the states in field work among non-national members. In return, the states should work actively toward membership and participation in the national program.

Some sort of a rotation system should be arranged for conventions, in order to avoid duplication and conflict. This system involves the time element as well as geographical location.

The problem of program continuity is a difficult one. A program, like a curriculum, is best built to fit the local situation. On the other hand, program-planners may profit much by learning of the activities of similar groups —by "swapping experiences." If a skeleton program for state activities could be drawn up on a long-term basis, it could be used effectively for local suggestion and adaptation.

Professional speculation—or guessing at trends—is not only an interesting pastime, but an essential part of growth. Socrates said that the wise man is he who guesses most accurately. Right now a number of people are guessing that the states will continue in the present development. Let's get together and work it out, and be one step ahead of the game in order that the outcome will be a stronger national association. »«

Specificity of Health Instruction

(*Continued from page 385*)

to master all aspects of a health content area at the time he has his first, second, or even high school learning experience with such subject matter fields.

Any specific health content area has only to be rounded out to the fullness that is valuable to the child at a given age and enlarged as he grows older. For example, health subject matter required for a study of "Our Community Helpers for Health" may appear again in the junior high school, but of course be enlarged, as the background of a unit entitled "Prevention of Disease," and may appear again in the senior high school in the *spiral educative process* as content material for a broad learning unit on "The Meaning of Public Health."

PRACTICALLY all agree that in the primary grades health teaching should be integrated with the larger learning situations organized around the social studies. The larger units concerned with the general themes of the home, school, and community afford many opportunities for teaching the health phase of everyday living. But such learnings will be more valuable if first organized in some definite sequence in the teacher's mind.

I know a progressive superintendent in a distant state who recognizes that specific content areas may not always be treated adequately. Therefore, he is beginning to require his teachers, before they start any large teaching unit, to write out for every content field—including health—desirable and specific subject matter to be made use of in connection with the activities.

Again, we are questioning whether or not taking children into fairyland in health education is as effective a way for the teaching of health as it was once considered. There is now a tendency to place more emphasis on the actual everyday lives of the children themselves. The newer health readers now being published seem to demonstrate that the child's own life may be made sufficiently interesting for motivation in health education.

For example, I can think of one new supplementary reading book called *Today With Betty and Jack* which takes up all the health phases of their own lives—the things they do from the time they get up in the morning: getting dressed, eating their breakfasts, practicing safety on the way to school, the health activities they carry on in school, the recreational activities in the afternoon, supper, and even getting ready for bed.

Thus, even for the primary grades, though we teach through general integration, we do need some specific treatment of health content areas.

However, beginning in the fourth grade, it is the feeling of some leaders in the field that we need to begin even more specific teaching of health—and that health should be taught in an organized, specific, and direct way, with a time allotment for the tying-together of certain core learnings in health for each grade level—at the same time making use of all subject matter and seeing that it is integrated into the entire curriculum.

That the teaching of health in the middle grades through the larger units of integration has proved effective is doubted, although it must be granted that we need more systematic research along this line to prove our contention.

The observation of this writer through some years has convinced her that the present procedures of loose integration are not always effective.

For example, I believe that teaching children about nutrition as a part of the larger teaching unit on the food habits of children all over the world may not be altogether satisfactory, and that often at the end of such a study the children do not know specifically what they themselves should eat each day.

I do not think, however, that we want to have at this age level what we call a health curriculum as a thing apart from the general curriculum, but instead we should set up specific subject matter content areas which we should seek to develop in connection with related fields. With the tendency to give greater emphasis in the middle grades to the social studies, we can readily see how rich the field is in potentiality.

It is also gratifying to note that even the field of natural science is beginning to be articulated in the elementary grades. This fact is evidenced by the new series of textbooks on natural science for children which are now coming out, planned even down to the first-grade level.

But, in order to help teachers to articulate definitely and specifically along the health informational lines, I think that a series of units concerned with core learnings in health, perhaps one or two to a grade, taking from two to four or more weeks each, should be carefully planned at the various grade levels.

The health subject matter could then be gone into intensively enough to enable children to think deeply about it and to become really impressed by it. I suggest

that such areas as nutrition, dental health, and the prevention of disease are among these important content areas.

The teaching of health is difficult, but we can readily see how possibly we have been at fault in that we have been so afraid in teaching subject matter as an end in itself that we have left the teacher at loose ends as to what she should teach. Very often it is the case that she was trained some years ago in a teacher's college which at that time did not offer scientific background or even methods for the teaching of health. Therefore, the need is even greater than it is with other content areas which have to do with learning in the elementary schools.

What I would like to see is a recognition that specific health subject matter is of enough importance to be considered from the first grade up, and that there should be a better planned sequence for the teaching of the basic health concepts important for the development of self-directed, intelligent health behavior.

But, to be effective, health subject matter must become a part of the general curriculum, all of which, in turn, must be related to the daily activities of the child as they occur in life situations. »«

A Rural Recreation Program

(*Continued from page 388*)

cation classes, and noon-hour program, supplemented by a strong intramural athletic program with a minimum amount of emphasis placed on an interscholastic program for high school boys only. The formal physical education work is enhanced by a list of special feature events including winter frolic days, spring playday programs, and high school achievement day programs. There are fourteen gymnasiums and over six hundred play areas recently installed with the help of the WPA and NYA. The program services over five thousand pupils attending the rural schools of St. Louis County (Minnesota).

An analysis of the first five years of the Leisure Education Department's program shows certain accomplishments and trends. The adult education program was organized on a social center basis with various school buildings throughout the county designated as social centers. A wide variety of subjects was correlated with a strong recreation program. It included 154 different subjects with over three thousand classes and clubs being organized in the general fields of English and Languages, Americanization, Farm Business and Natural Sciences, Farm Home and Cultural Arts, Dramatics, Music, Social Sciences, and Social Recreation.

In the community and county-wide rural recreation program, over two thousand teams and groups were organized in eighteen athletic activities. Dramatics, music, arts and crafts, and social events were given proper emphasis. Leagues, tournaments, festivals, winter sports frolics, community programs, etc., were organized to develop a year-round recreation program. The combined social center and rural recreation community programs resulted in a worth-while experiment in leisure education.

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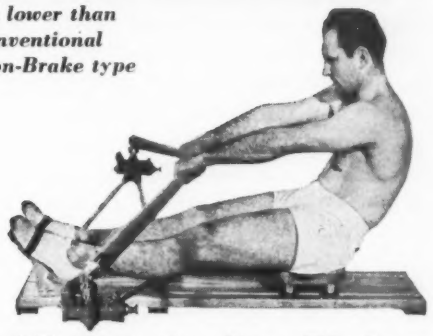

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enhanced by a "special feature events" program including 123 different activities with over three thousand different groups organized in the following general events: dramatic programs, flower shows, music programs, arts and crafts exhibits, civic events, community sports meets, garden parties, receptions, Little Gallery exhibits, frolics, picnics, celebrations, holiday programs, special social center events, "Montauk" steamer excursions, and Pioneer Reunions.

Motivating these adult education and recreation activities was a corps of SERA, CWA, and WPA recreation and adult education teachers who supplemented the work of the day school teachers and principals and the regular workers of the Leisure Education Department. Through group organization and promotion methods of procedure, as well as using the classroom procedure, the entire program involved over fifteen thousand persons a year participating. The program and persons were affected by a wide variety of rural community, social, and economic problems.

The above extensive program and variety of activity are not peculiar to rural St. Louis County. It is possible to introduce a program of similar nature on a county-wide basis, wherever the genuine interest and will is present. »«

Folk Dance

(*Continued from page 390*)

German dances and they are like others. What an amazing thing that people all over the world can get together in groups and make dances that are somewhat alike. That must mean that their ideas of a good dance were a little alike, although they differed in the ways they showed it. I can learn a lot by studying their dances that will help me to make my own."

From some such train of thought, the American student gains understanding and appreciation. That means that it is up to the educator to guarantee that the study of folk dance will attain this end.

Teaching Folk Dance

The cue to the solution lies in the ability of the American student to compose and perform his own dances. In that process of composition he is faced with a number of problems. He and all the rest of the members of the group have to get together and argue themselves through the process. They have to try enough different individual ideas to be convinced that some are better than others. The different parts selected have to be arranged in some order that will give contrast and still hang together as a whole. If they run out of ideas they will have to work all the harder and make variations of some already known. Then when the dances are performed for others to watch, criticism is necessary. So a fruitful educational opportunity can be made available through this medium.

The desire to make original dances is stimulated by the performance of some of the old traditional dance forms of other nations. These dances are not done primarily to gain national understanding, but rather to study their form. The student learns much about good composition, sees the infinite variety of numbers involved, notices that some dances are built geometrically and are highly involved space designs, others are done almost in place, but the feet move in intricate ways, others change from slow to fast tempo. Through the study of these dances, the American student begins to understand what good form in composition means. That is, a good dance has a unity but it also achieves some variation within that unity. The form of the music fits the form of the dance and the rhythmic relation between the two is exact and interdependent. It makes little difference whether the dance or the music came first, the same principles govern the composition of both.

Thus the American student is stimulated to make group dances which will effectively express his own cultural experience. He will be as quick to praise a good dance that his classmates make as he will to praise one made by other peoples in other places, and as quick to condemn a poor one.

If this treatment of the problem of folk dance as an expression of culture and an experience in international appreciation is productive of results, the same treatment of other folk arts should be possible. Thus folk song and folk craft could also play a vital part in the educational experience of American students toward better international understanding.

The Method Applied

It is possible to say that this system works. In the Physical Education Department of the School of Education of New York University, students in the teacher-training course are given an elementary knowledge needed to teach folk dance. For three years the men and women students have had classes in folk dance taught according to the point of view expressed here. It can truthfully be stated that good results have been obtained. The understanding and performing of dances described in the collections of material available in book form has been clarified, and much more careful attention given to the counting out of dances. This is the result of sad experience, as those students who failed to comprehend the rhythmic forms they were learning were far behind when it came to making their own dances. Great pride has been taken in the dances made by the group. When the best of these are retaught to the whole class, or to the next class, credit to the composers has been given. The pleasure in the process of making dances has been remarked by the students themselves and by observers who from time to time dropped into the gymnasium to see what was going on. There has been no hanging back on the part of the

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men, which is interesting considering the usual male attitude toward dance. From this experience in folk dance, it has been possible to go on and present other types of rhythmic activity to both men and women, as the same sense of good form in composition and knowledge of material is necessary in social dance, tap dance, and modern dance. The students are quick to appreciate the performance of folk dances by other national groups and to understand them much more clearly from the point of view of form and composition, which gives them greater pleasure than just seeing them as dances. And finally, the students are much more appreciative of the suggestions offered by those classmates who have had contact with dances of other national groups. »«

Tumbling Club Playday

(*Continued from page 397*)

for a hazardous type of activity in their own departments. In all, sixty-eight girls met in the Tulare Union High School gymnasium at 9:30 on a Saturday morning.

The Tulare Tumbling Club had previously appointed and instructed certain of its members to act on various committees. Their duties included reception, checking, placing of mats, planning program, preparing entertainment, and leading songs. The entertainment period included an acrobatic dance, "The Rag Dolls," for which the girls had planned and made the costumes. This was followed by a discussion of the values inherent in a carefully conducted tumbling program and of the dangers which should be recognized and avoided. Many girls participated in the discussion, which was led by the president of the Girls Athletic Association. A song leader taught tumbling songs to the group, such as: "Oh, Your Tumbling Days Are the Best You'll Have in School," "If a Lassie Meet a Lassie on a Tumbling Mat," and "Come Join Our Sport and Find Real Pleasure."

THE ORDER OF THE DAY

9:30 Reception of visiting groups. Checking. Dressing for activity. Drawing numbers to determine at which mat one is to work.

10:00 Play "Follow the Leader." Each leader receives a card explaining the stunts to be performed.

10:15 Couple stunts taught to all by a leader. Examples: "Jack-in-the-box," "Run-the-Scale," "Greetings," "Stomach Flip."

10:30 Races: "Skin-the-Snake," "Walking Chair," "Canoe Ride."

10:40 Entertainment period. Rag Doll dance. Discussion. Group singing.

11:00 Tumbling Stunts to music: Virginia Reel with stunts introduced. Grand right and left combined with "Run-the-Scale."

11:30 Showers. Dressing.

11:45 Lunch. Group singing.

Two weeks of the tumbling season were spent in preparation for the playday—organizing the program, and learning the dance and songs. The girls pronounced it the most successful playday they had given. "It's fun to play on teams," one explained, "but you get to know a girl better when you're teaching each other new tricks."

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New Books Received

Complete book reviews are contained in
The RESEARCH QUARTERLY

Modern Trends in Physical Education Facilities for College Women. Ruth Elliott Houston. (New York: A. S. Barnes and Company, 1939) 198 pages, $5.00.

Styles in gymnasium facilities and equipment have changed radically in the past fifty years, in order to keep pace with the changing emphasis in the physical education program. Miss Houston has made careful studies of seven recently built gymnasiums, and reports on them from the standpoint of the physical education administrator. The book is illustrated with a number of very fine photographs.

The New Archery. Paul H. Gordon. (New York: D. Appleton-Century Company, 1939) 423 pages, illustrated, $3.50.

The sub-title, "Hobby, Sport, Craft" explains clearly the contents of the book. As a hobby, the material is treated historically from ancient times to its recent revival as a sport. As a sport, the book deals with technique, methods of competition, scoring, and correct procedure in shooting. As a craft, the book deals completely with the making of equipment for use in camp, school, or club. It is a splendid contribution to the activity and recreational field.

Physiology of Exercise. James H. McCurdy and Leonard A. Larson. (3rd ed.; Philadelphia: Lea & Febiger, 1939) 349 pages, $3.75.

Two new sections have been added to the latest edition: (1) on exercise for people over forty years of age; (2) on exercise for women. In the field of physiology of exercise, the literature has increased tremendously in recent years, and the authors have attempted a most comprehensive survey in the several sections and have given a very complete text in this field. Precisely organized and well written, this book should be very helpful to physical educators and coaches.

A College Course in Hygiene. K. Frances Scott, M.D. (New York: The Macmillan Company, 1939) 230 pages, $2.50.

Hygiene is divided into two categories—the individual and the group—and is discussed from these points of view very thoroughly. A recessed spiral binder allows the book to be opened easily, thus the thirty pages of workbook forms can easily be removed without breaking the binding.

Sports for the Handicapped. George T. Stafford. (New York: Prentice-Hall, Inc., 1939) 302 pages, illustrated, school price $2.00.

The results of two decades of activity teaching for handicapped children has been incorporated into one thorough volume which is clearly and concisely written. The material is arranged according to alphabetical order of defects which makes reference easy for physical educator, school nurse, physician, parent, and the handicapped individual.

Kilander Health Knowledge Test. Holger Frederick Kilander. (Published by the author, Panzer College, East Orange, N.J., 1938) 8 pages, $1.40 per set of 25, $4.80 per set of 100.

A test designed for high school seniors and college freshmen which includes one hundred multiple-choice questions in the several fields of health education. A score sheet and tentative norms are also included.

Other New Books Received

The Carnegie College Book of Gymnastic Exercise. Compiled by Ernest Major. (London: The Carnegie Physical Training College and Evans Brothers, Ltd., 1938).

The Student and His Knowledge. William S. Learned and Ben D. Wood. (New York: The Carnegie Foundation for the Advancement of Teaching, 1938) 406 pages.

Ballet—Traditional to Modern. Serge Lifar. Translated by C. W. Beaumont. (London: Putnam, 1938) 302 pages.

School for Riding. *Sergei Kournakoff.* (Hale, Cushman and Flint, Inc., 1938) 180 pages, illustrated, $2.50.

Famous American Athletes of Today. Sixth Series. Harold Kaese, et al. (Boston: L. C. Page and Company, 1938) 407 pages, $2.50.

Books for Horsemen. Selected by The Horseman's Bookshop, a department of *Horse and Horseman* magazine, 1270 Sixth Avenue, New York City. 253 books. Free on request.

Be Healthy. Katharine Bruderlin Crisp. (Philadelphia: J. B. Lippincott Company, 1938) 532 pages, illustrated.

Logical Aspects of Educational Measurement. B. Othanel Smith. (New York: Columbia University Press, 1938) 182 pages, $2.50.

Teachers and Behavior Problems. E. K. Wickman. (New York: The Commonwealth Fund, 1938) 40 pages, single copies, $.25.

Diet in Sinus Infections and Colds. Egon V. Ullmann, M.D. (New York: The Macmillan Company, 1938) 166 pages, $2.00.

Our Common Ailment. Harold Aarons, M.D. (New York: Dodge Publishing Company, 1938) 192 pages, $1.50.

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